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ABSTRACT

This professional development guide focuses on teaching secondary students effective communication skills in both professional and social situations. Information in the guide will assist the teacher in determining the students' understanding of the communication process and build on this understanding by providing the communication skills needed to be effective participants in this diverse, democratic society. It includes four sections of materials for workshop presenters: Speaker's notes and activities to accompany the overhead transparencies; Overhead transparencies, which present key points and activities for the workshop; Informational and notetaking handouts for participants, which expand on many of the ideas presented in the overhead transparencies; and reference section contains annotations of 79 relevant references and 8 related journals. (RS)

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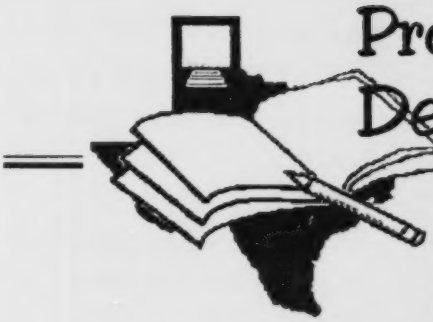

Professional Development Guide

Enhancing Communication Applications for Secondary Students

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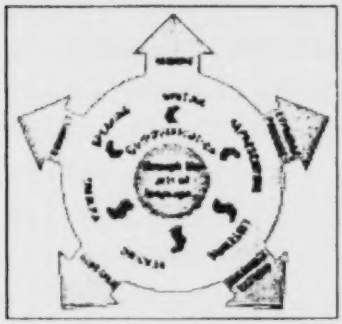

Professional Development Guide

Enhancing Communication Applications for Secondary Students

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1. Introduction

What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: Develop and disseminate materials that support educators in implementing the TEKS with English language learners in grades K-2.

Goal 2: Enhance the knowledge, skills, and practices of kindergarten teachers in implementing the reading and language arts TEKS. This goal will be accomplished in partnership with Region XIII.

Goal 3: Enhance the knowledge and competencies of Education Service Center (ESC) Reading Liaisons and other specialists so that they can effectively increase educators' knowledge and implementation of the reading and language arts TEKS.

Goal 4: Document and implement effective practices for secondary level reading and language arts instruction to enhance the knowledge, skills, and practices of teachers in implementing the TEKS in grades 6-12.

Goal 5: Use technology and media to disseminate reading and language arts "best practices" instructional information to educators.

Goal 6: Enhance the knowledge, skills, and practices educators use to implement the TEKS reading and language arts objectives with students in grades K-5 who are experiencing difficulty in reading and other language arts.

Texas Center for Reading and Language Arts

Literacy Labs
Both school-based and university-based labs serve as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in instruction based on reading and language arts TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools assist in the development of materials, curriculum guides, and professional development.

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Introduction

The content of this professional development guide, Enhancing Communication Applications for Secondary Students, focuses on teaching students effective communication skills in both professional and social situations. The required communication applications course offers all students the opportunity to improve their understanding of the communication process in interpersonal situations, group interactions, and personal and professional presentations. Teaching a communication course requires both audio and visual stimuli. Students need to observe the communication interactions of others and participate in a variety of communication situations before they can communicate effectively themselves. The information in this guide will assist the teacher in determining the students' understanding of the communication process and build on this understanding by providing the communication skills needed to be effective participants in our diverse, democratic society.

Organization and Content of the Guide

The professional development guide includes four sections of materials for workshop presenters. The Professional Development section includes speaker notes and references to activities located in the Handout section. The next section consist of overhead transparencies that contain key points for the workshop. The Handout section includes activities and informational handouts that expand on many of the ideas presented on the overhead transparencies. The Appendix section contains an annotated bibliography and a set of color overhead pictures. The annotated bibliography is organized according to a book or journal format. The overhead pictures depict communication in professional and social settings.

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2. Professional Development

Preparing for the Workshop

This workshop is designed to introduce high school Speech Communication teachers to the Communication Applications Texas Essential Knowledge and Skills. High school teachers and principals who work with secondary speech communication curricula are also appropriate participants. Each overhead transparency is numbered and references a TEKS objective. In addition, each activity and handout is cross-referenced to the accompanying overhead. It is important to note that several activities require advanced preparation. An annotated bibliography is included in the Appendices to provide additional resources for educators.

Materials

Distribute copies of all activities and corresponding handouts to each participant prior to the beginning of the workshop. Handouts are found in section 4 of this guide. Some activities require additional materials.

Equipment

Overhead projector/marker
VCR/monitor-if using video segments

Room Arrangement

Activities are designed for large group participation and cooperative work in small groups. Seating should be arranged to facilitate interaction in small groups. All participants will need to be able to see the overhead screen and monitor.

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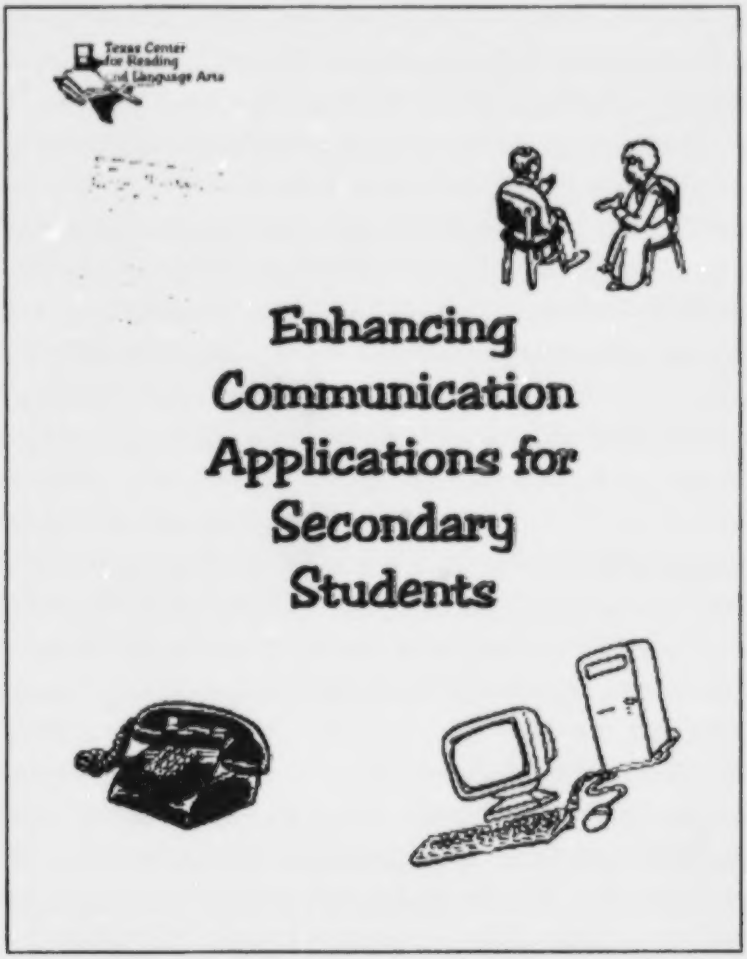
Title Overhead

- Use Title Overhead to acquaint participants with the Communication Applications Guide.



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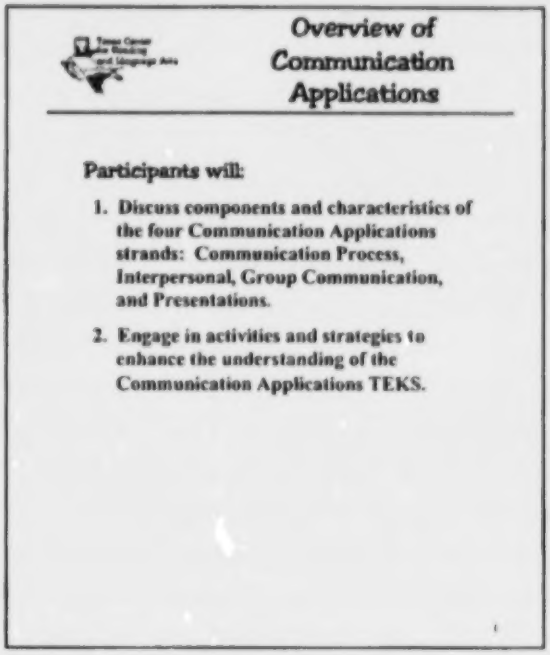
Overview of Communication Applications

- Use Overhead #1 to introduce the objectives of this workshop. Explain that this guide will provide activities and strategies for each of the four units within the Communication Applications TEKS.

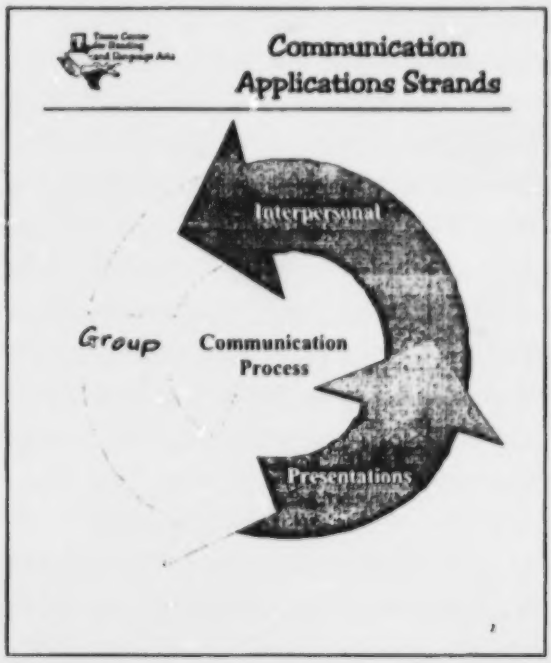
Overhead #1


Overview of Communication Applications
Participants will:
1. Discuss components and characteristics of the four Communication Applications strands: Communication Process, Interpersonal, Group Communication, and Presentations.
2. Engage in activities and strategies to enhance the understanding of the Communication Applications TEKS.

Communication Applications Strands

- Use Overhead #2 to acquaint participants with the Communication Applications Guide. Explain that completion of this course is a requirement for high school graduation. This course outlines how effective communication skills can increase productivity in the workplace and improve relationships in professional and social settings. These areas are the four units this workshop will cover.

Overhead #2



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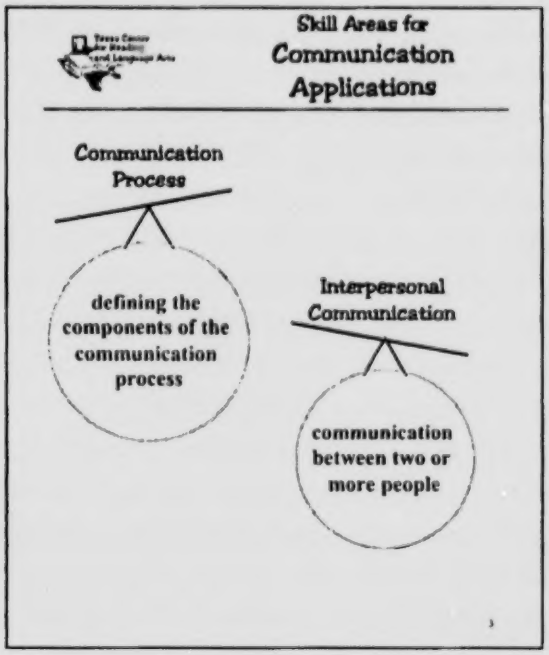
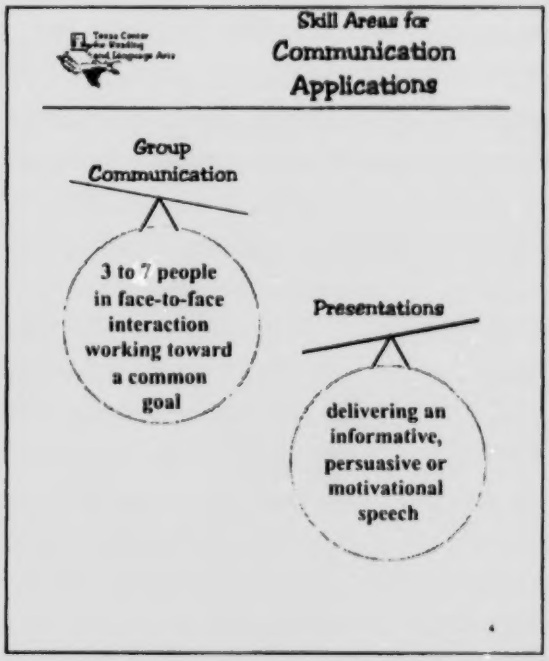
Overhead #3



Skill Areas for Communication Applications

- Use Overhead #3 to give an overview of two units: Communication Process and Interpersonal Communication.

Overhead #4



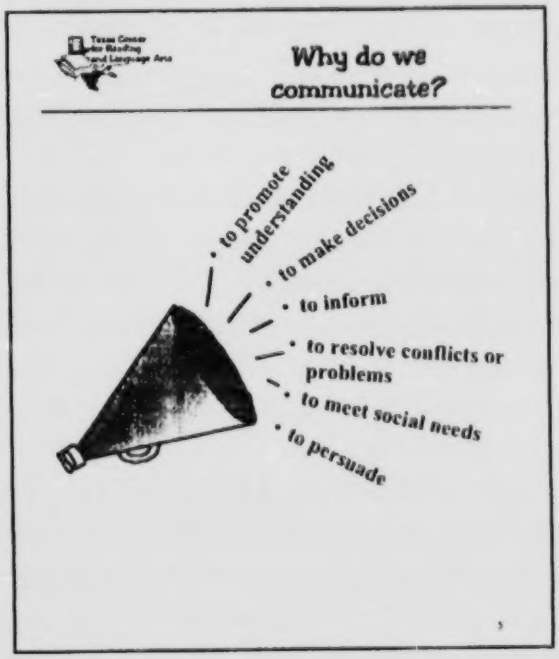
Skill Areas for Communication Applications

- Use Overhead #4 to give an overview of the remaining two units: Group Communication and Presentations.

Why do we communicate?

- Use Overhead #5 to explain the reasons for communication. Ask participants to provide additional examples.

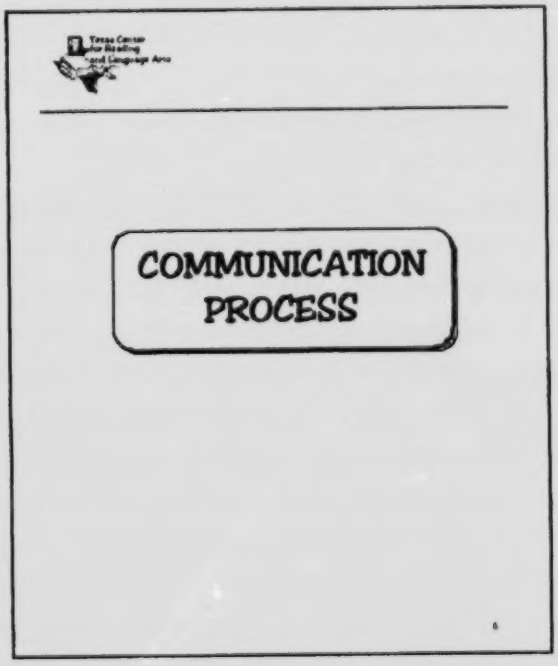
Overhead #5


Why do we communicate?
• to promote understanding
• to make decisions
• to inform
• to resolve conflicts or problems
• to meet social needs
• to persuade

COMMUNICATION PROCESS

- Use Overhead #6 to introduce the communication process unit.
- Refer to HO 1 (Communication Process TEKS).

Overhead #6



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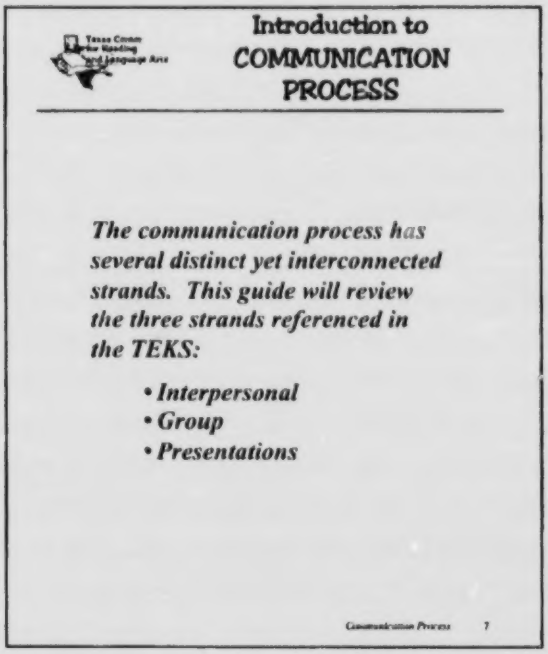
Overhead #7

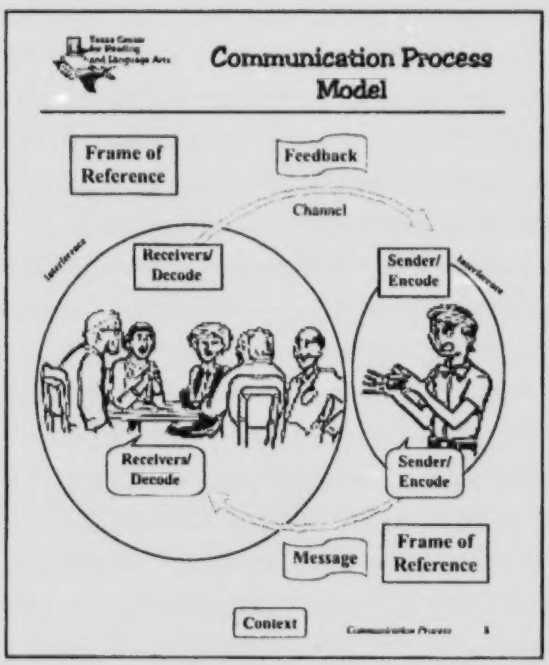

Introduction to
COMMUNICATION
PROCESS
The communication process has several distinct yet interconnected strands. This guide will review the three strands referenced in the TEKS:
• Interpersonal
• Group
• Presentations

Introduction to COMMUNICATION PROCESS

- Use Overhead #7 to introduce participants to the communication process strands.
- Explain that the three strands are grounded in the sending and the receiving of messages to promote understanding, to make decisions, to inform, to resolve conflicts or problems, to meet social needs, and to persuade.

(TEKS 1:A)

Overhead #8



Communication Process Model

- Use Overhead #8 to show the components of the communication process. Stress the complex nature of the communication process and explain that there is constant interaction between sender and receiver.

(TEKS 1:B)

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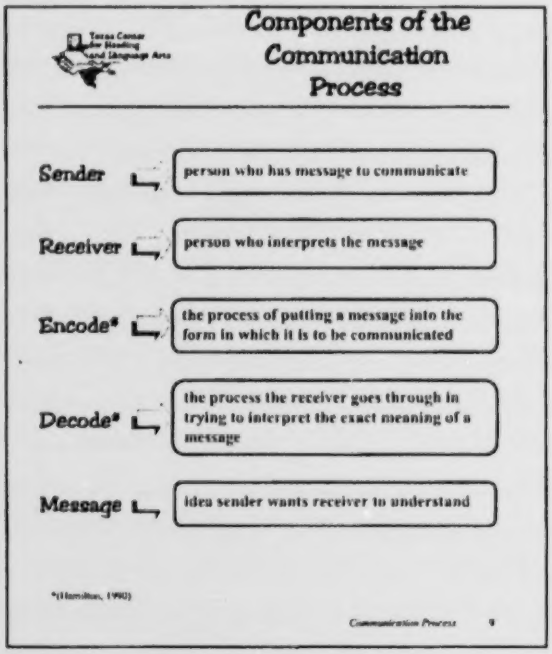
Understanding the Components of the Communication Process

- Use Overhead #9 to engage participants in a discussion of communication process components.

(TEKS 1:B)

Overhead #9

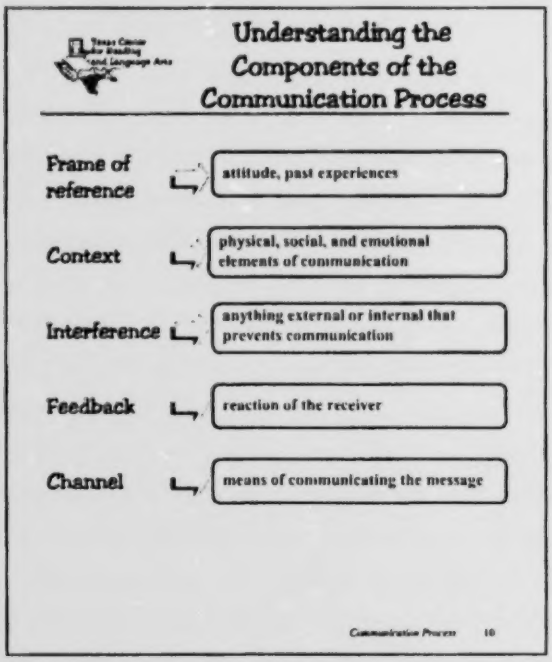

Components of the Communication Process
Sender
person who has message to communicate
Receiver
person who interprets the message
Encode*
the process of putting a message into the form in which it is to be communicated
Decode*
the process the receiver goes through in trying to interpret the exact meaning of a message
Message
idea sender wants receiver to understand
*(Hamilton, 1990)

Understanding the Components of the Communication Process

- Use Overhead #10 and distribute HO 2 (Communication Process Components) to engage participants in a discussion of communication process components.
- Introduce HO 3a (Communication Process Restaurant Scenario Activity 1). Distribute HO 3b (Communication Process Components) and HO 3 (Restaurant Scenario). Use Restaurant Scenario Picture Overheads located in the Appendices.

(TEKS 1:B,I)

Overhead #10



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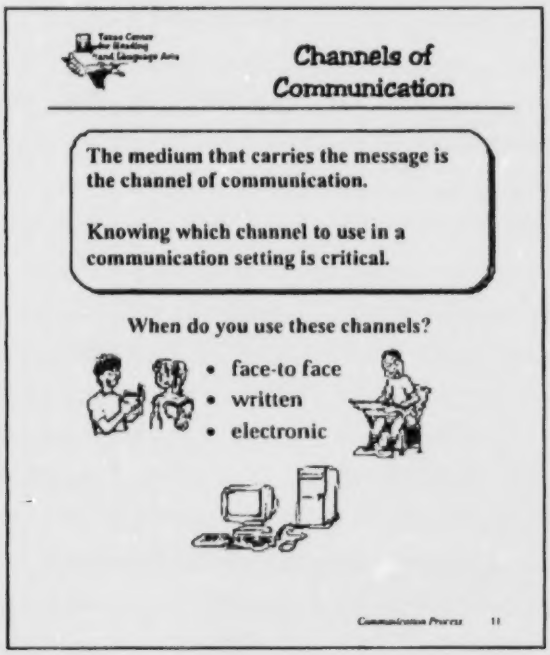
Overhead #11

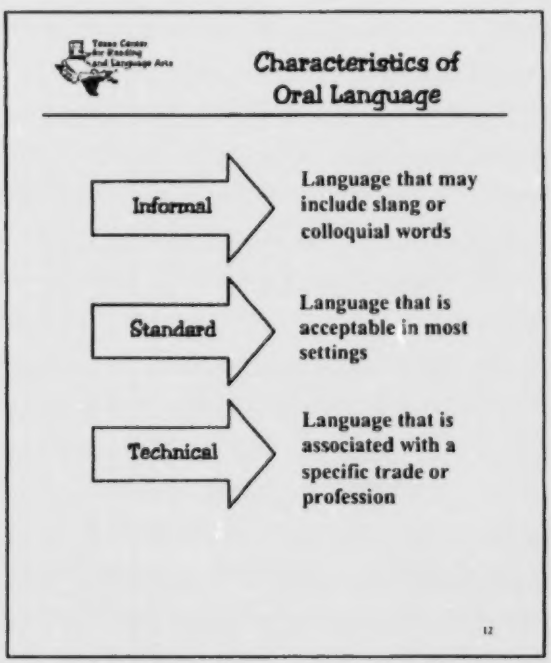

Channels of Communication
The medium that carries the message is the channel of communication.
Knowing which channel to use in a communication setting is critical.
When do you use these channels?
• face-to face
• written
• electronic

Channels of Communication

- Use Overhead #11 to explain channels of communication. Highlight by providing examples of the different channels and discuss their use and appropriate settings/environment.

(TEKS 1:A,K)

Overhead #12


Characteristics of Oral Language
Informal
Language that may include slang or colloquial words
Standard
Language that is acceptable in most settings
Technical
Language that is associated with a specific trade or profession

Characteristics of Oral Language

- Use Overhead #12 to describe the characteristics of oral language.

(TEKS 1:D)

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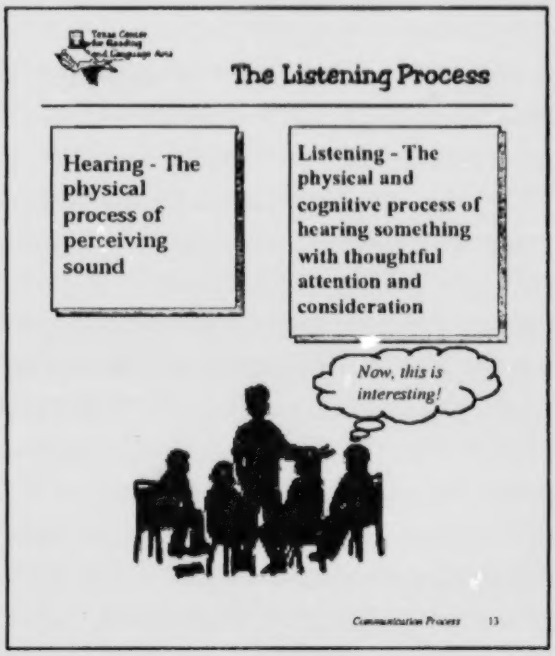
The Listening Process

- Use Overhead #13 to explain the listening process. Emphasize the differences between hearing and listening and note the ways listening makes one a better communicator.

(TEKS 1:G)

Overhead #13

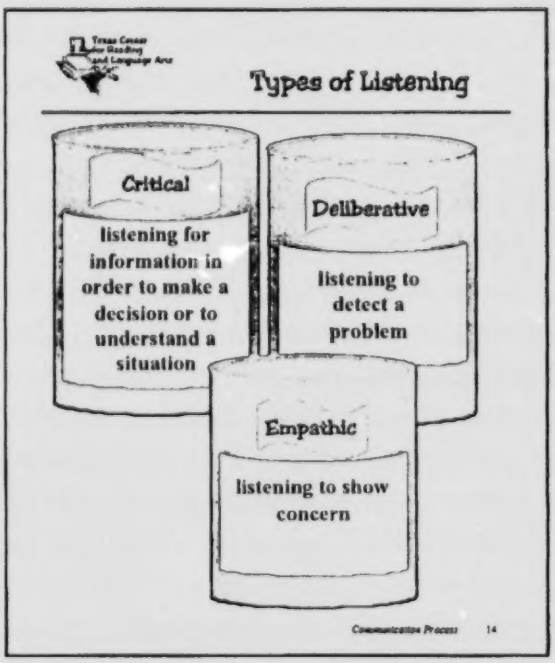

The Listening Process
Hearing - The physical process of perceiving sound
Listening - The physical and cognitive process of hearing something with thoughtful attention and consideration
Now, this is interesting!

Types of Listening

- Use Overhead #14 to discuss the different types of listening: critical, deliberative, empathic. Allow participants time to give examples or share experiences.
- Introduce HO 4 (Three Types of Listening: Activity 2).

(TEKS 1:H)

Overhead #14


Types of Listening
Critical
listening for information in order to make a decision or to understand a situation
Deliberative
listening to detect a problem
Empathic
listening to show concern

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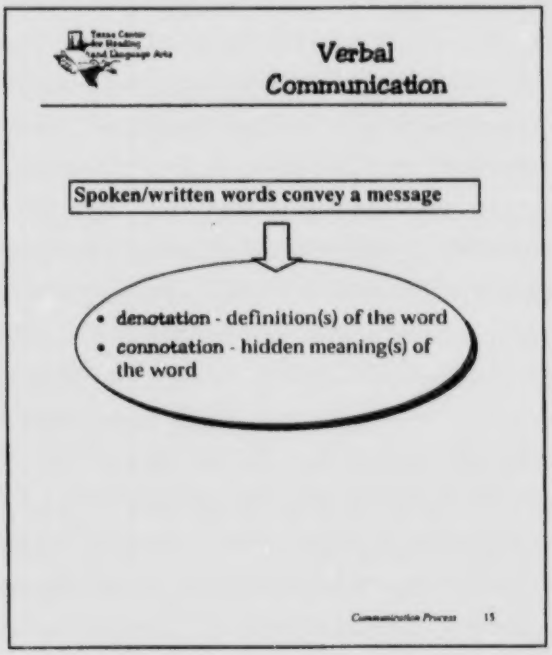
Overhead #15

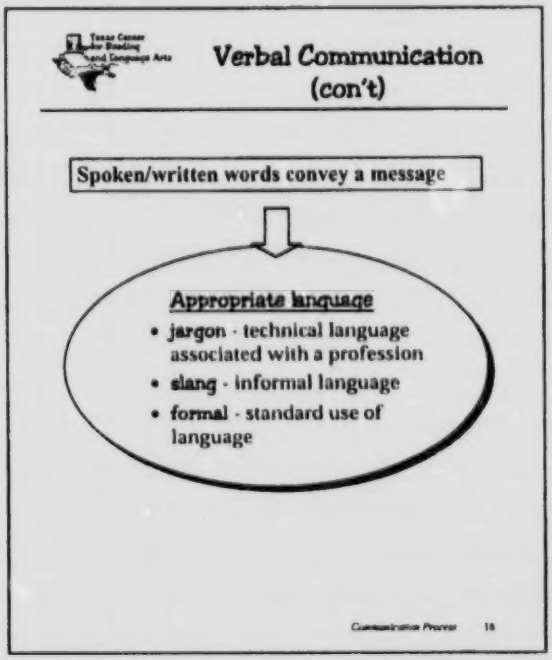

Verbal Communication
Spoken/written words convey a message
• denotation - definition(s) of the word
• connotation - hidden meaning(s) of the word

Verbal Communication

- Use Overhead #15 to discuss verbal communication and the importance of language in communication. Explain how spoken/written words convey a message. Highlight by providing examples.

(TEKS 1:A,D)

Overhead #16


Verbal Communication (con't)
Spoken/written words convey a message
Appropriate language
• jargon - technical language associated with a profession
• slang - informal language
• formal - standard use of language

Verbal Communication

- Use Overhead #16 to discuss verbal communication and the importance of language in communication. Explain how spoken/written words convey a message. Highlight by providing examples.

(TEKS 1:A,D)

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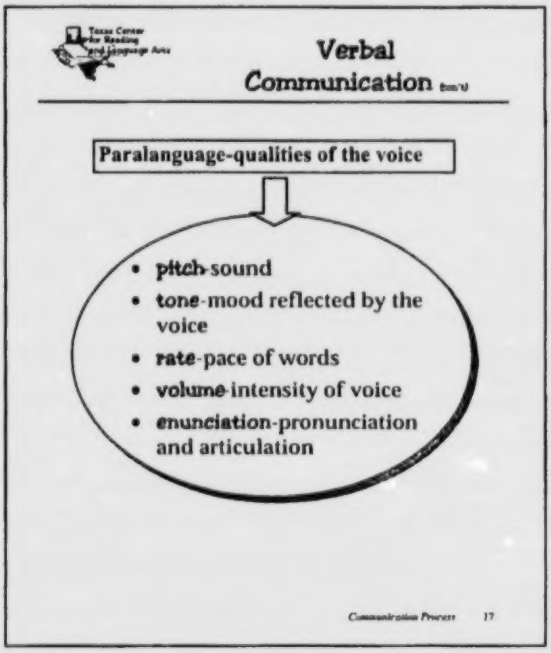
Verbal Communication

- Use Overhead #17 to discuss verbal communication and the importance of language in communication. Explain how paralanguage or quality of voice conveys a message. Highlight by providing examples.
- Introduce HO 5a (Listening One-Way/Verbal Communication: Activity 3).

(TEKS 1:D)

Overhead #17

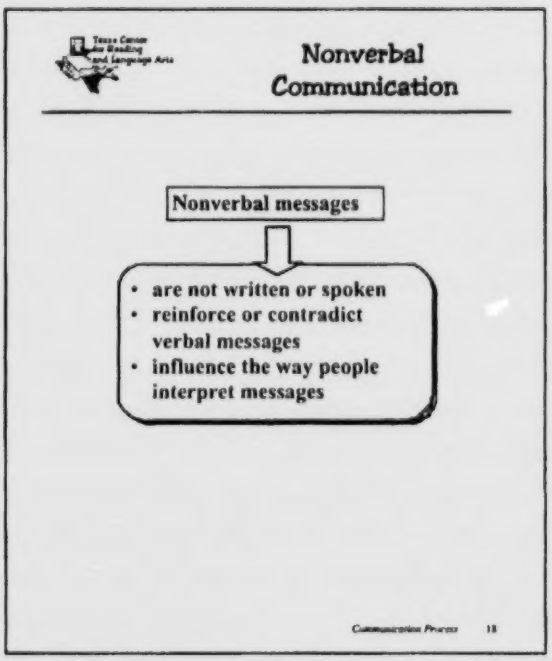


Nonverbal Communication

- Use Overhead #18 to introduce and discuss nonverbal communication. Remind participants that the sender/receiver needs to be aware of how nonverbal communication affects interaction.

(TEKS 1:E,F)

Overhead #18


Nonverbal Communication
Nonverbal messages
are not written or spoken
reinforce or contradict verbal messages
influence the way people interpret messages

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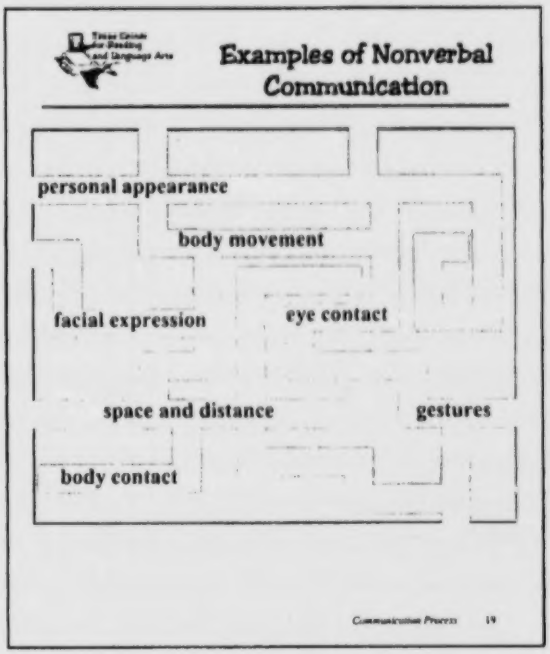
Overhead #19



Examples of Nonverbal Communication

- Use Overhead #19 to remind participants that the sender/receiver needs to be aware of how several nonverbal cues may be used simultaneously to express emotion (e.g., anger: body movement—crossed arms; facial expressions—furrowed brows).
- Introduce HO 6 (Nonverbal Communication: Activity 4). Distribute HO 7a,b Activity Cards.

(TEKS 1:E,F)

Overhead #20

Concept of Personal Space
Intimate: Under 18" Confidential exchanges among friends and close colleagues
Personal: 18" to 4' Comfortable conversations among friends and colleagues
Social: 4' to 12' Cordial exchanges for most social and business exchanges
Public: over 12' Individuals barely acknowledge each other, such as in a large mall

Concept of Personal Space

- Use Overhead #20 to explain issues of personal space. Discuss how awareness of these issues helps one become a more thoughtful communicator. Allow participants time to give examples or share experiences.
- Introduce HO 8a,b (Nonverbal Communication and Personal Space: Activity 5).

(TEKS 1:F)

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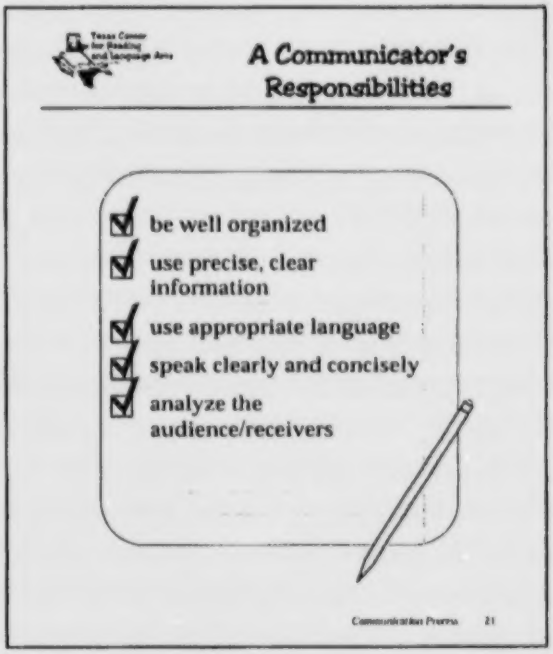
A Communicator's Responsibilities

- Use Overhead #21 to discuss a communicator's responsibilities. Give participants a chance to react to the information on this overhead.

(TEKS 1:A,C,J)

Overhead #21

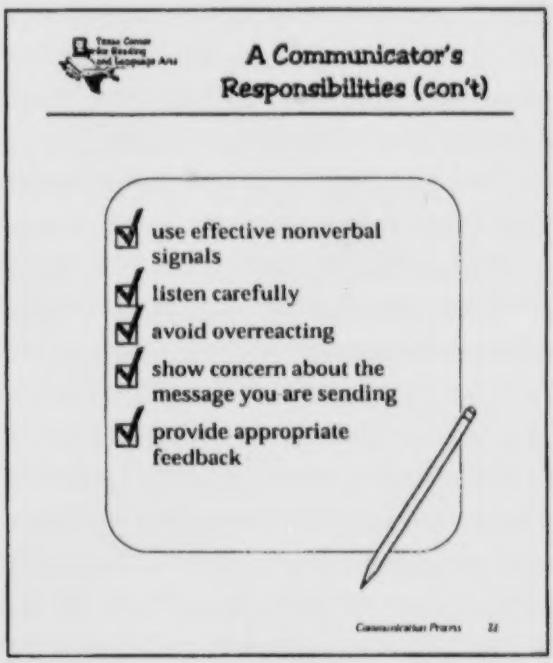


A Communicator's Responsibilities

- Use Overhead #22 to discuss a communicator's responsibilities. Give participants a chance to react to the information on these overheads. If necessary, ask students to add to or further define the list.
- Introduce Communication Process: Activity 6.

(TEKS 1:A,C,J)

Overhead #22



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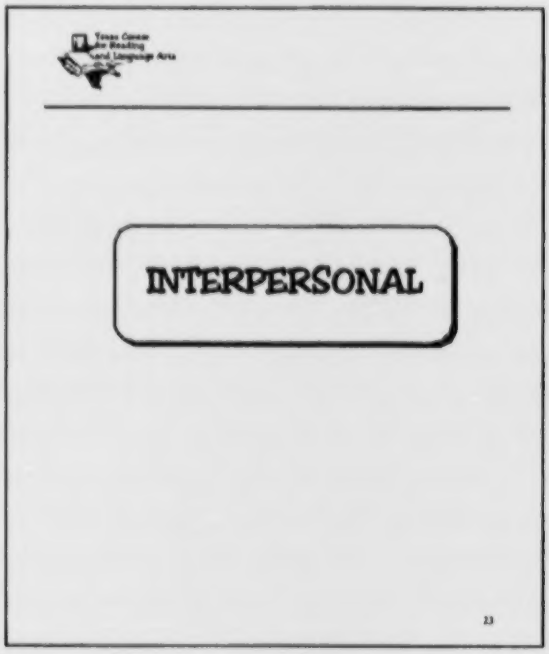
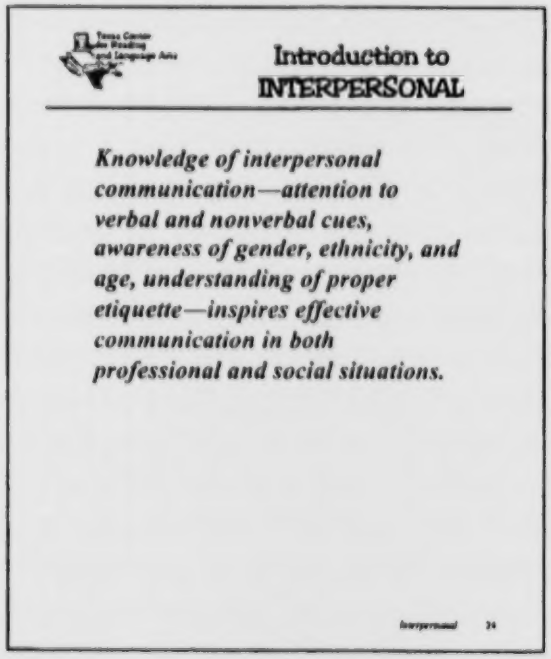
Overhead #23



INTERPERSONAL

- Use Overhead #23 to introduce the Interpersonal strand.
- Refer to HO 10 (Interpersonal TEKS).

Overhead #24


Introduction to
INTERPERSONAL
Knowledge of interpersonal communication—attention to verbal and nonverbal cues, awareness of gender, ethnicity, and age, understanding of proper etiquette—inspires effective communication in both professional and social situations.

Introduction to INTERPERSONAL

- Use Overhead #24 to inform participants of how an awareness of interpersonal factors enable effective communication. Emphasize attention to verbal and nonverbal cues, awareness of gender, ethnicity, and age, and understanding of proper etiquette.

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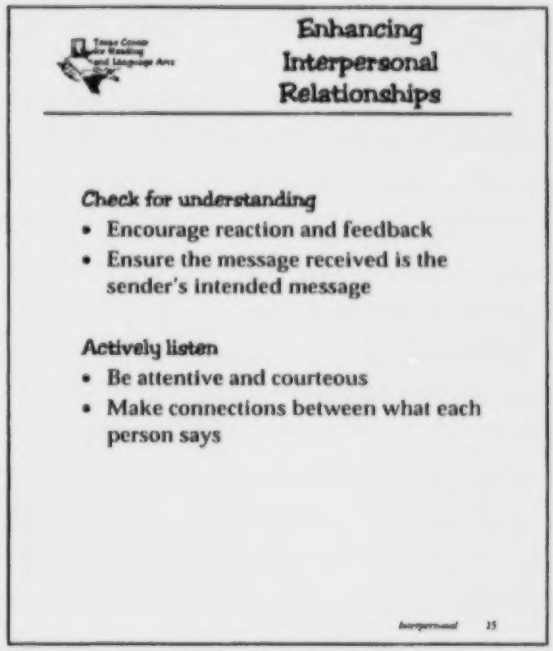
Enhancing Interpersonal Relationships

- Use Overhead #25 to discuss strategies for enhancing interpersonal relationships. Allow participants time to contribute examples.

(TEKS 2:C)

Overhead #25

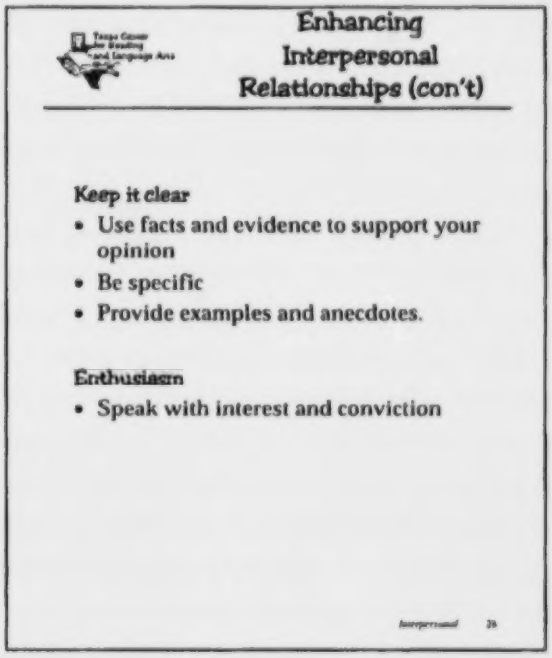

Enhancing Interpersonal Relationships
Check for understanding
• Encourage reaction and feedback
• Ensure the message received is the sender's intended message
Actively listen
• Be attentive and courteous
• Make connections between what each person says

Enhancing Interpersonal Relationships

- Use Overhead #26 to discuss strategies for enhancing interpersonal relationships. Allow participants time to contribute situational examples.
- Introduce HO 11a-d (Enhancing Personal Relationships: Activity 7).

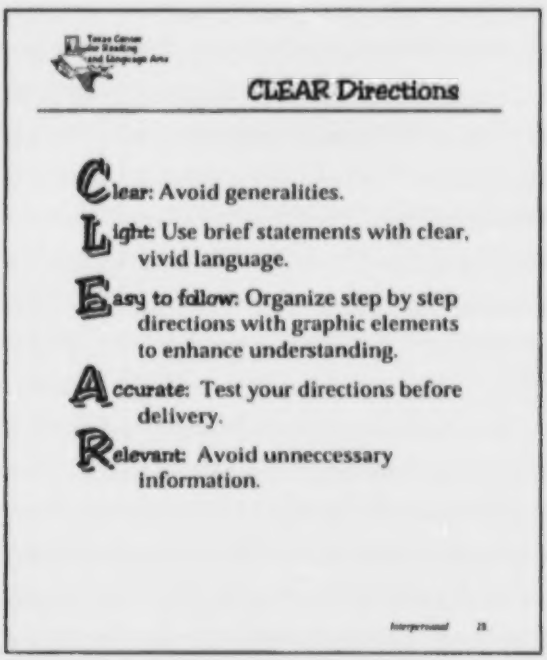
(TEKS 2:A,C)

Overhead #26


Enhancing Interpersonal Relationships (con't)
Keep it clear
• Use facts and evidence to support your opinion
• Be specific
• Provide examples and anecdotes.
Enthusiasm
• Speak with interest and conviction

Overhead #27

Overhead #28


CLEAR Directions
Clear: Avoid generalities.
Light: Use brief statements with clear, vivid language.
Easy to follow: Organize step by step directions with graphic elements to enhance understanding.
Accurate: Test your directions before delivery.
Relevant: Avoid unneccessary information.

Professional Etiquette and Protocol

- Use Overhead #27 to highlight professional etiquette and protocol in professional communication. Stress the importance of providing clear, appropriate, and accurate information in any communicative interaction.
- Use HO 12 (Telephone Conversation) as an example of professional etiquette.
- Introduce HO 13 (Professional Etiquette and Protocol: Activity 8).

(TEKS 2:B,C,D,F,I)

CLEAR Directions

- Before introducing Overhead #28, complete either HO 14a (PBJ Activity 9) or HO 14b (Informational Scavenger Hunt) with participants.
- Use Overhead #28 to describe the components of clear directions. Refer to experience gained from completing the PBJ Activity 9 . Guide participants in discussing these strategies in relation to effective communication and refer them to Activity 9 or its variation.
- Introduce HO 15 (Directions in Professional Settings Activity 10).

(TEKS 2:E)

Three Ps to Perfect Interviews

- Use Overhead #29 to explain the "Three Ps to Perfect Interviews." Emphasize the importance of making good impressions during the interview process. As an example, share a positive and/or negative interview experience with participants.
- Introduce Successful Interviews: Activity 11.

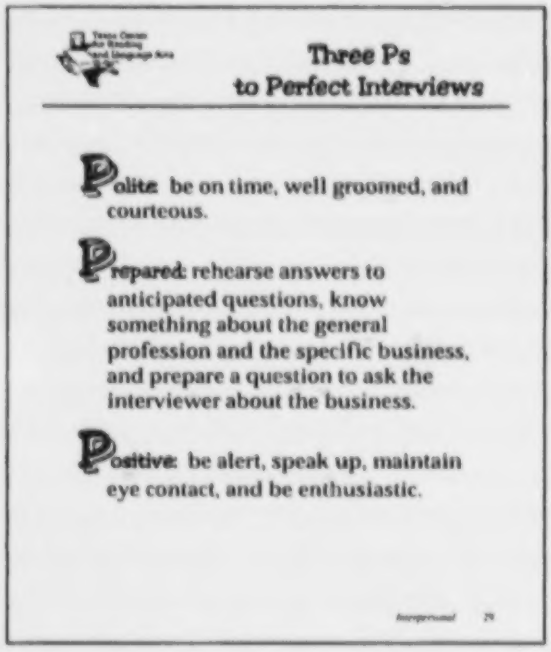
(TEKS 2:C,D,G)

Respecting Differences in Communication

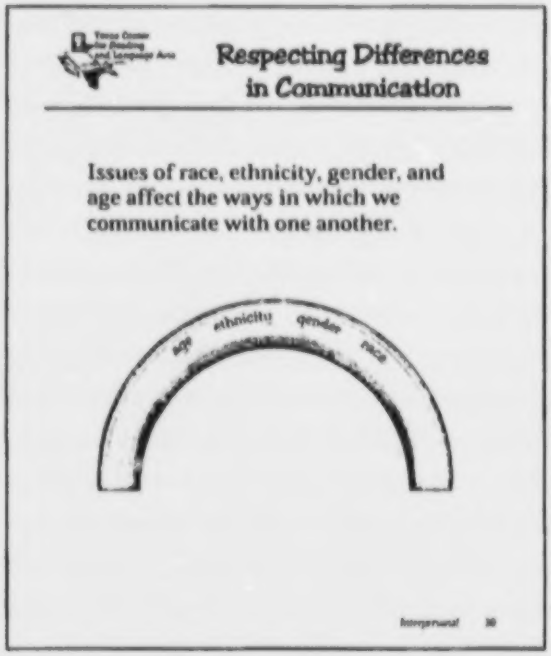
- Use Overhead #30 to explain the importance of respecting differences in communication. Clarify that it is often because of misunderstanding, misconceptions, and preconceived notions that communication leads to conflict, discord, and confusion. However, talking about and gaining respect for people's varied experiences creates the possibility of shared understanding. Allow participants time to react to statements and share personal examples.
- Introduce Respecting Differences in Communication: Activity 12.

(TEKS 2:H)

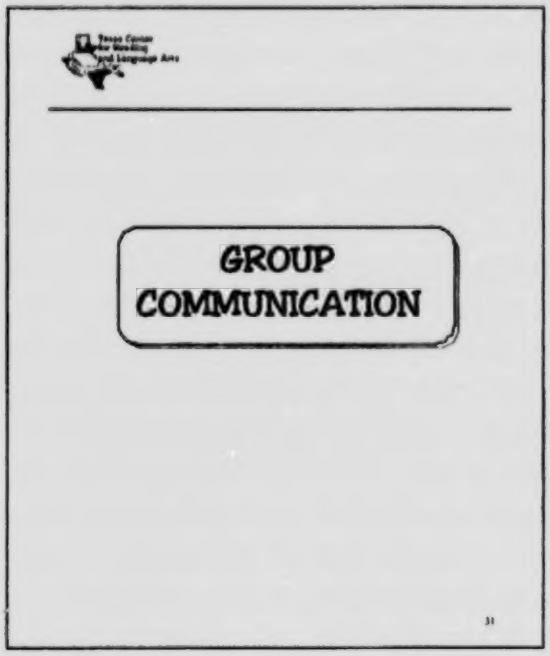
Overhead #29


Three Ps
to Perfect Interviews
Polite: be on time, well groomed, and courteous.
Prepared: rehearse answers to anticipated questions, know something about the general profession and the specific business, and prepare a question to ask the interviewer about the business.
Positive: be alert, speak up, maintain eye contact, and be enthusiastic.

Overhead #30



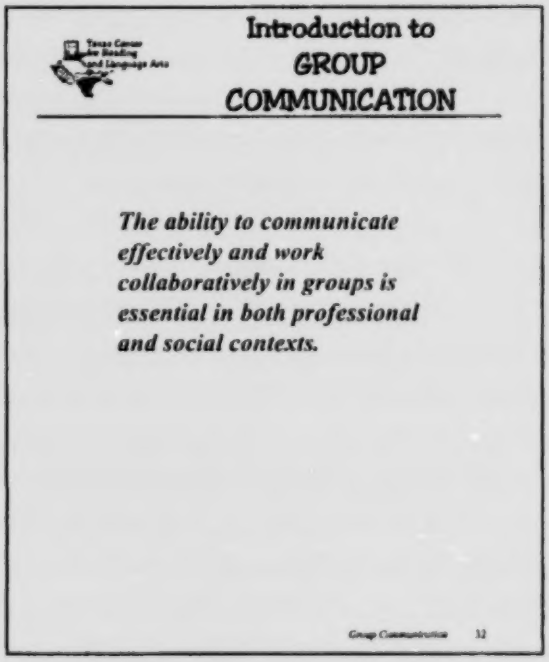
Overhead #31



GROUP COMMUNICATION

- Use Overhead #31 to introduce the Group Communication unit.
- Refer to HO 18 (Group Communication TEKS).

Overhead #32


Introduction to
GROUP
COMMUNICATION
The ability to communicate effectively and work collaboratively in groups is essential in both professional and social contexts.

Introduction to GROUP COMMUNICATION

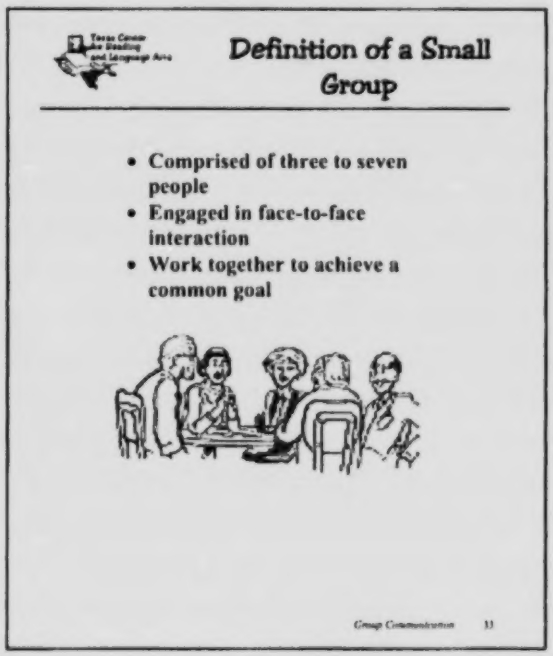
- Use Overhead #32 to inform participants of the importance of group communication. Emphasize the importance of working collaboratively towards a common goal.

Definition of a Small Group

- Use Overhead #33 to discuss the definition of a small group. Discuss how the dynamics of a small group may differ from the dynamics of a larger group. Review the concept of face-to-face interaction and its importance as a communication channel. Emphasize the importance of working towards a common goal.

(TEKS 3:A)

Overhead #33

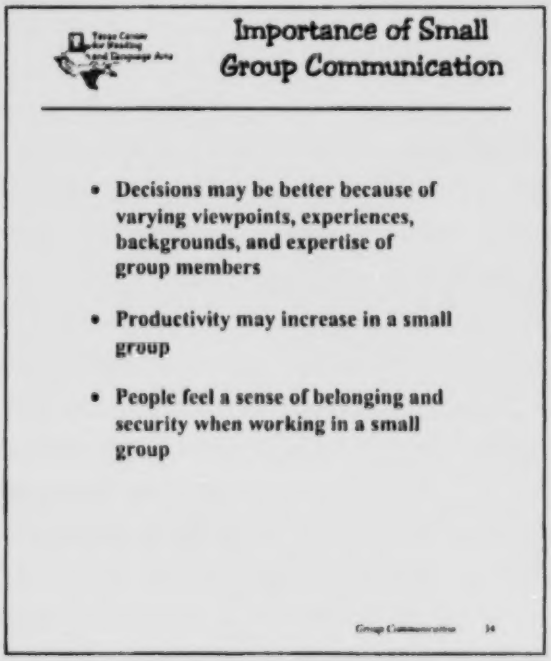

Definition of a Small Group
• Comprised of three to seven people
• Engaged in face-to-face interaction
• Work together to achieve a common goal

Importance of Small Group Communication

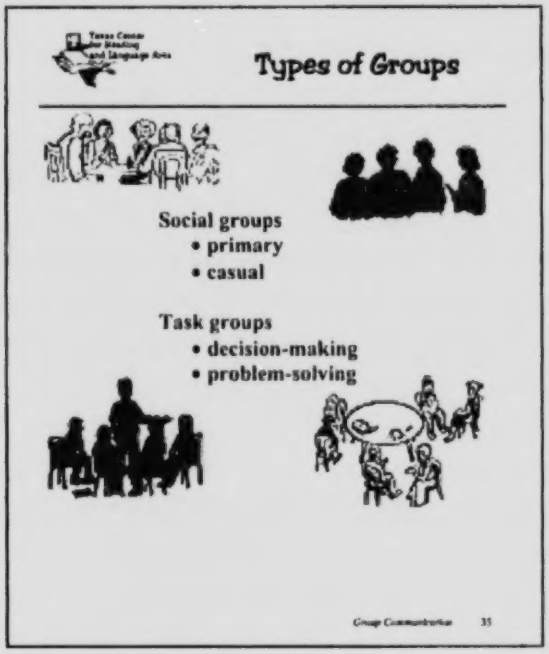
- Use Overhead #34 to explain the importance of making decisions in a small group. Ask participants to provide examples or experiences of small group interaction as opposed to large groups (e.g., Congress vs. a congressional subcommittee). Emphasize the importance of working towards a common goal.

(TEKS 3:A)

Overhead #34


Importance of Small Group Communication
• Decisions may be better because of varying viewpoints, experiences, backgrounds, and expertise of group members
• Productivity may increase in a small group
• People feel a sense of belonging and security when working in a small group

Overhead #35

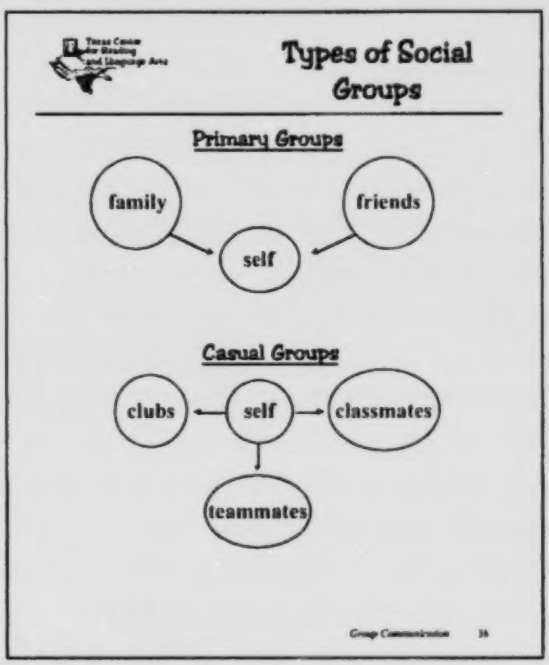


Types of Groups

- Use Overhead #35 to explain that throughout life, people are asked to participate in group activities. Preview each group type explaining that the context of each group will differ but that the process involved will determine the group's success. Emphasize that the goal of small groups is to work towards a common goal.

(TEKS 3:A)

Overhead #36



Types of Social Groups

- Use Overhead #36 to explain the types of social groups. Have participants compare primary groups to casual groups.

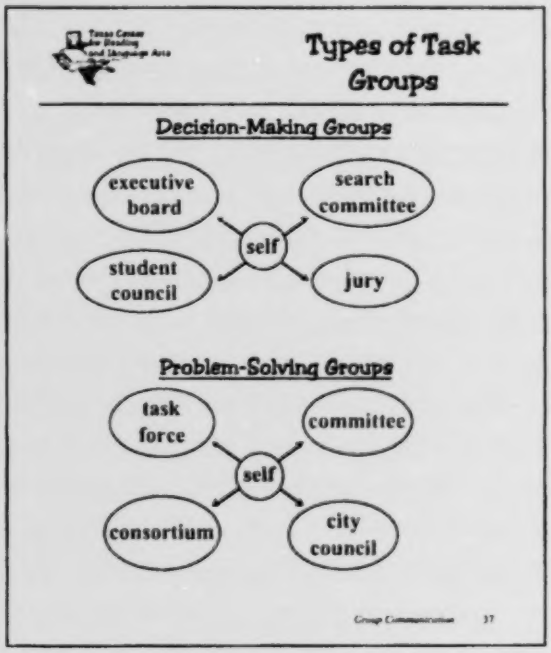
(TEKS 3:A)

Types of Groups

- Use Overhead #37 to explain the types of task groups. Explain the differences between decision-making groups and problem-solving groups.
- Introduce HO 19 (Group Classification: Activity 13).

(TEKS 3:A)

Overhead #37

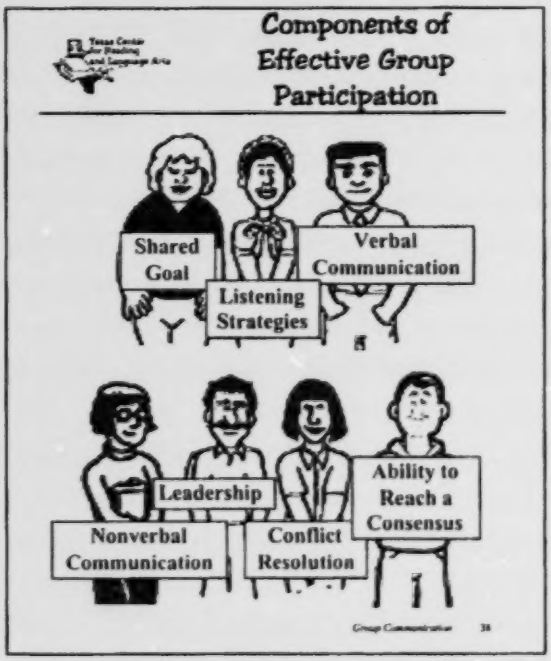


Components of Effective Group Participation

- Use Overhead #38 to introduce the components of effective group participation. Guide participants in making connections between the communication process, interpersonal communication, and group communication.

(TEKS 3:A)

Overhead #38



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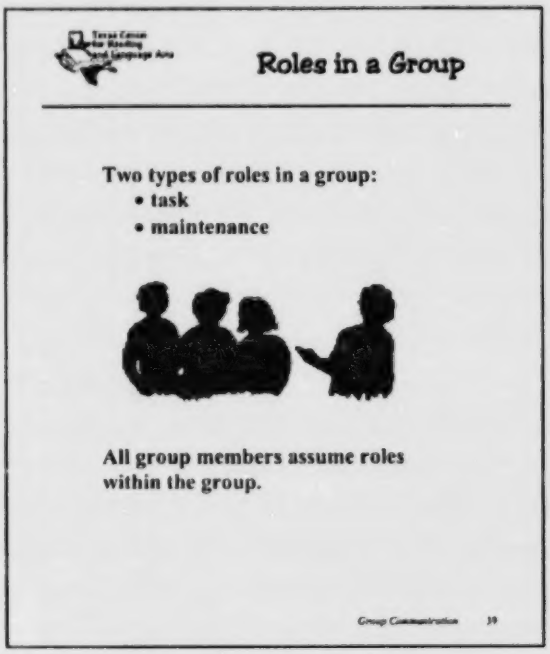
Overhead #39

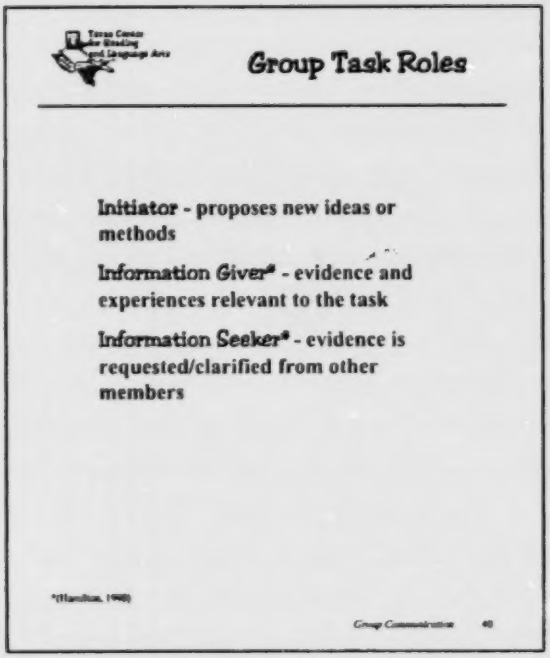


Roles in a Group

- Use Overhead #39 to introduce group roles and their influence on groups. Explain that task roles help the group accomplish its purpose while maintenance roles involve the interpersonal relationships of group members and help promote well-being and harmony with the group.
- Explain that participants assume roles for several reasons: interests, capabilities, level of commitment, expectations of other group members.

(TEKS 3:C)

Overhead #40


Group Task Roles
Initiator - proposes new ideas or methods
Information Giver* - evidence and experiences relevant to the task
Information Seeker* - evidence is requested/clarified from other members

Group Task Roles

- Use Overhead #40 and #41 to explain a few of the various group task roles. State that group members may play different roles within different groups.

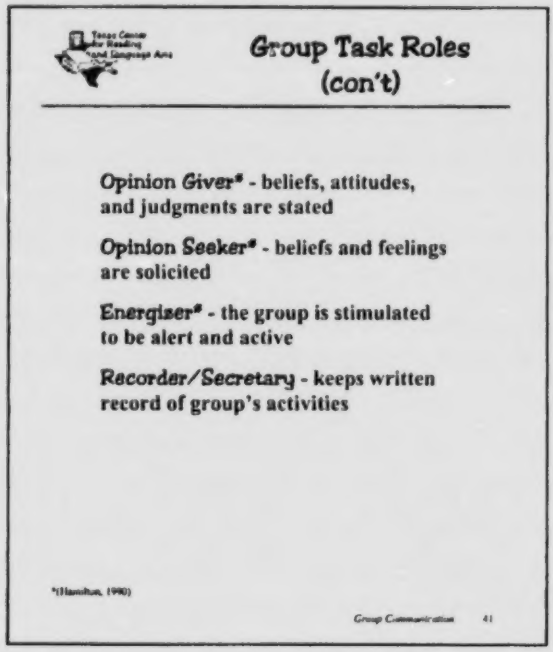
(TEKS 3:C)

Group Task Roles (con't)

- Use Overhead #41 to explain a few of the various group task roles. Explain that roles often change based on group norms, needs, and individual abilities: a member will not always play the same role.

(TEKS 3:C)

Overhead #41

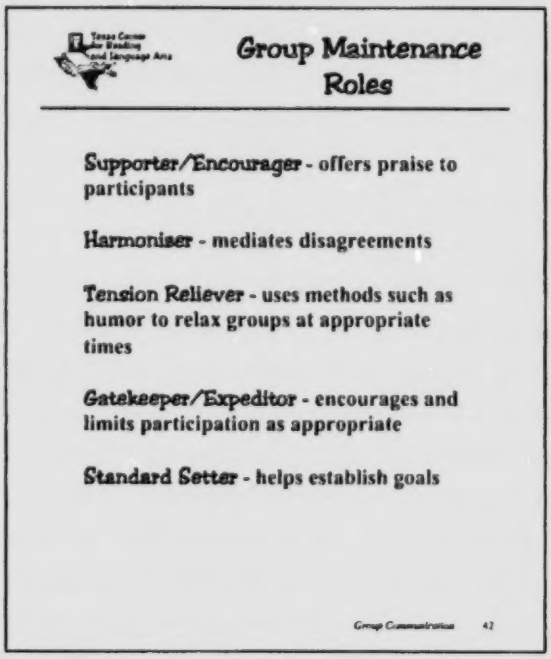

Group Task Roles (con't)
Opinion Giver* - beliefs, attitudes, and judgments are stated
Opinion Seeker* - beliefs and feelings are solicited
Energizer* - the group is stimulated to be alert and active
Recorder/Secretary - keeps written record of group's activities
*(Hamilton, 1990)
Group Communication 41

Group Maintenance Roles

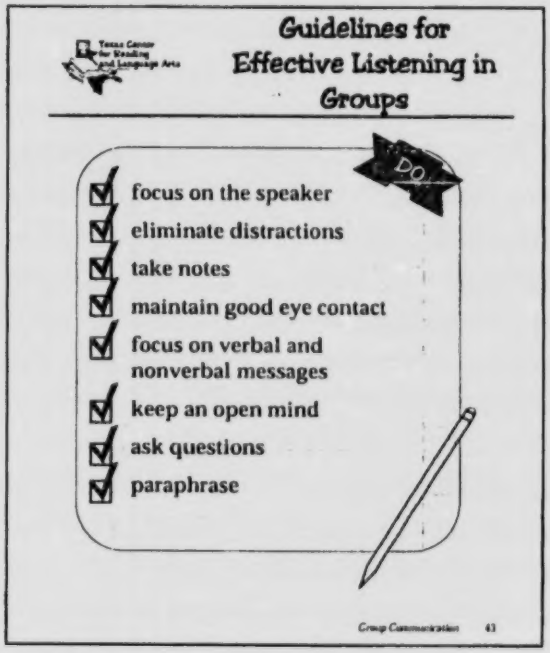
- Use Overhead #42 to explain a few of the various group maintenance roles. Stress that these roles are important for effective group processes.
- Introduce HO 20 (Understanding Group Process: Activity 14).

(TEKS 3:C)

Overhead #42


Group Maintenance Roles
Supporter/Encourager - offers praise to participants
Harmoniser - mediates disagreements
Tension Reliever - uses methods such as humor to relax groups at appropriate times
Gatekeeper/Expeditor - encourages and limits participation as appropriate
Standard Setter - helps establish goals
Group Communication 42

Overhead #43

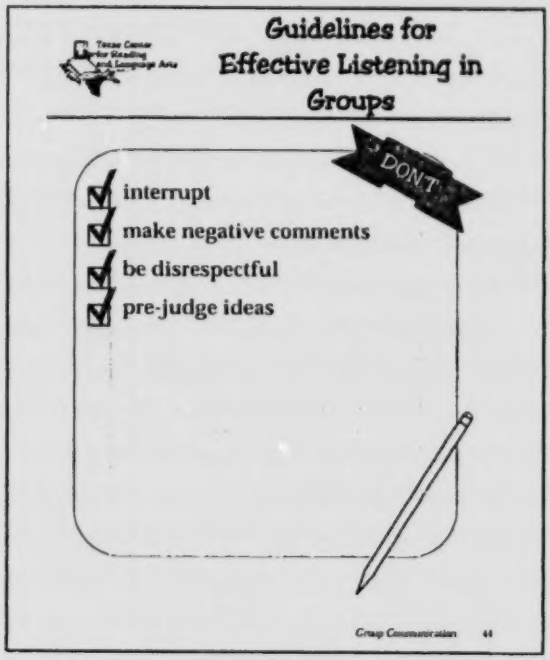


Guidelines for Effective Listening in Groups

- Use Overhead #43 to present the DOs of effective listening in a group. Explain that it is easier to forget about good listening behavior in groups because individual members are not required to respond the way we are in interpersonal conversations.
- Each of the guidelines should be defined and discussed to ensure understanding (e.g., paraphrase–summarizing the statement in your own words– Hamilton, 1990).

(TEKS 3:E)

Overhead #44



Guidelines for Effective Listening in Groups

- Use Overhead #44 to present the DON'Ts for effective listening in a group.
- Each of the guidelines should be defined and discussed to ensure understanding.
- Introduce HO 21 (Listening: Activity 15).

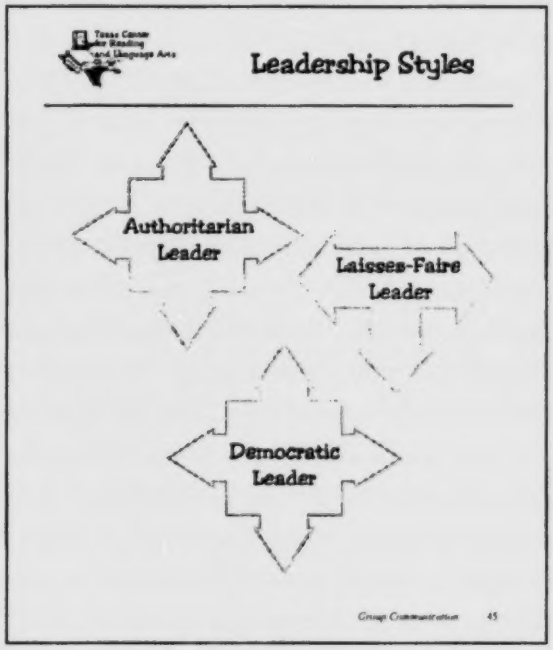
(TEKS 3:E)

Leadership Styles

- Use Overhead #45 to introduce the three types of leadership that emerge in a group.

(TEKS 3:F)

Overhead #45

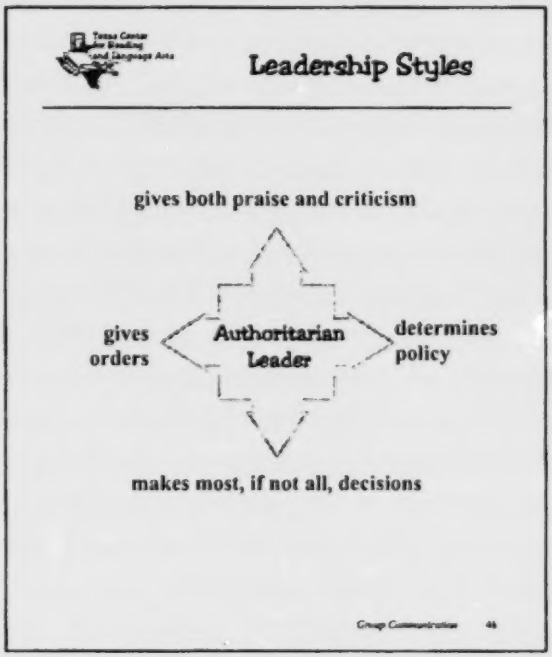


Leadership Styles

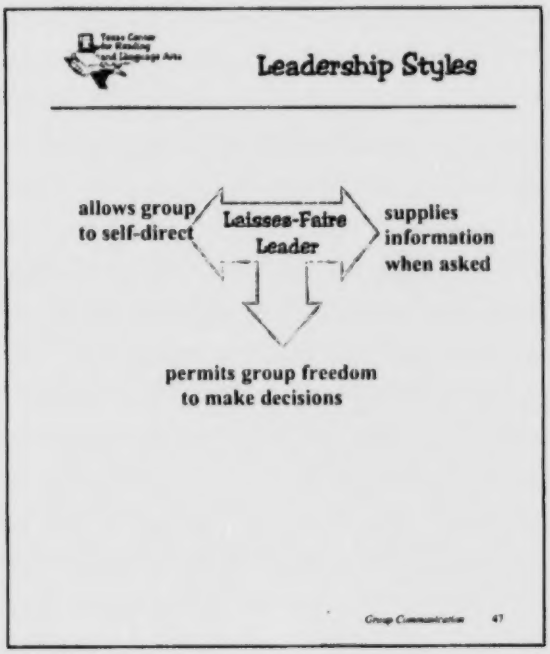
- Use Overhead #46 to explain that being an authoritarian leader has both advantages and disadvantages. The advantages include reaching a solution more quickly and making fewer errors. The disadvantages include lack of participation from the entire group and possible dissatisfaction among group members.

(TEKS 3:F)

Overhead #46



Overhead #47

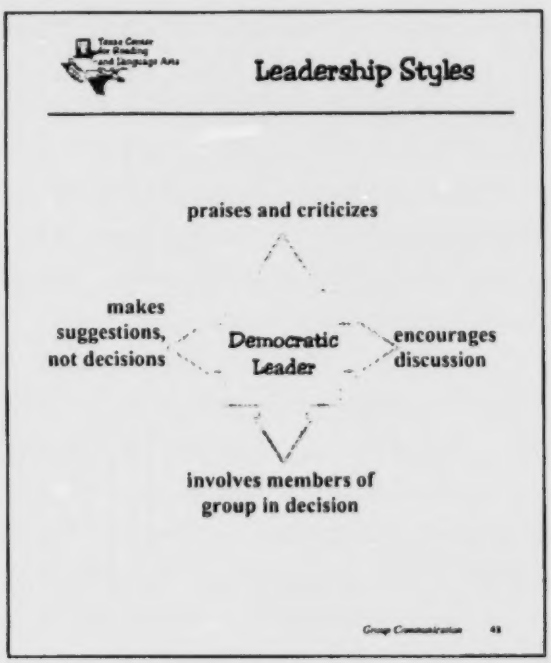


Leadership Styles

- Use Overhead #47 to discuss the advantages and disadvantages of a laissez-faire leader. A laissez-faire leader is an advantage for a self-motivated group. The disadvantage is that a group with a laissez-faire leader may experience decreased productivity and less satisfaction.

(TEKS 3:F)

Overhead #48



Leadership Styles

- Use Overhead #48 to explain that being a democratic leader has advantages and disadvantages. The advantages include greater satisfaction among group members, a more orderly and positive group process, an increase in cohesion and commitment from group members, and greater creativity from group members. The disadvantage is that the group may require more time to make a decision or accomplish a task.

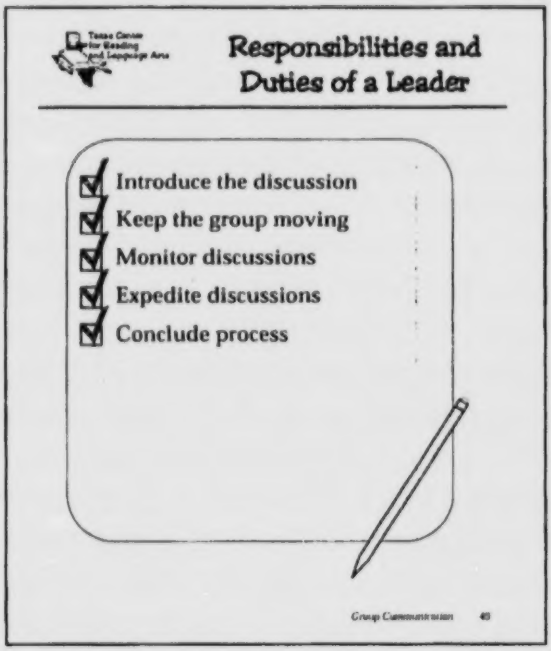
(TEKS 3:F)

Responsibilities and Duties of a Leader

- Use Overhead #49 to discuss the duties of a leader. Emphasize that effective leaders assume both task and maintenance roles within the group.
- Introduce HO 22a,b (Leadership: Activity 16).

(TEKS 3:G)

Overhead #49

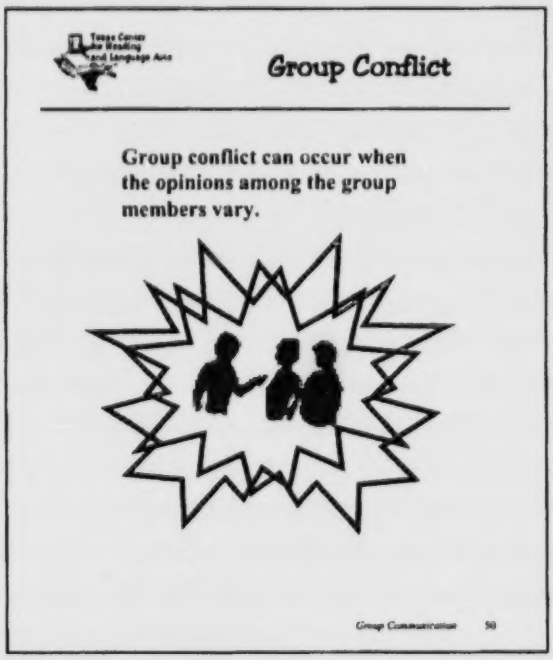


Group Conflict

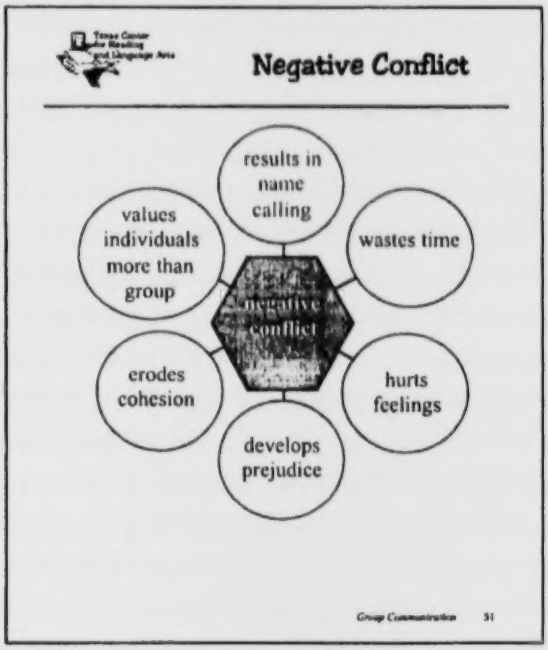
- Use Overhead #50 to introduce the concept of group conflict and conflict management. Emphasize that conflict is the variance of opinions, thoughts and ideas and that having different viewpoints can be very helpful. Explain that group conflict can have both positive and negative aspects.

(TEKS 3:B,H)

Overhead #50



Overhead #51

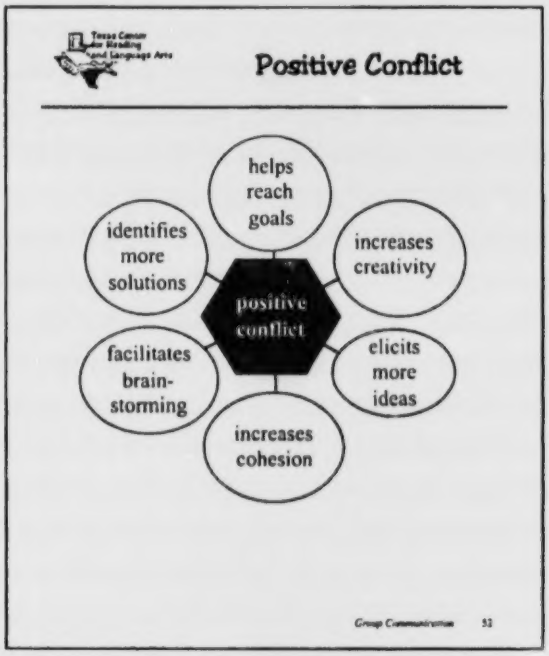


Negative Conflict

- Use Overhead #51 to discuss negative aspects of conflict. Stress that negative conflict leads to behaviors that detract from the group process.

(TEKS 3:B,H)

Overhead #52



Positive Conflict

- Use Overhead #52 to discuss positive aspects of conflict. Stress that positive conflict helps to move the group toward consensus.

(TEKS 3:B,H)

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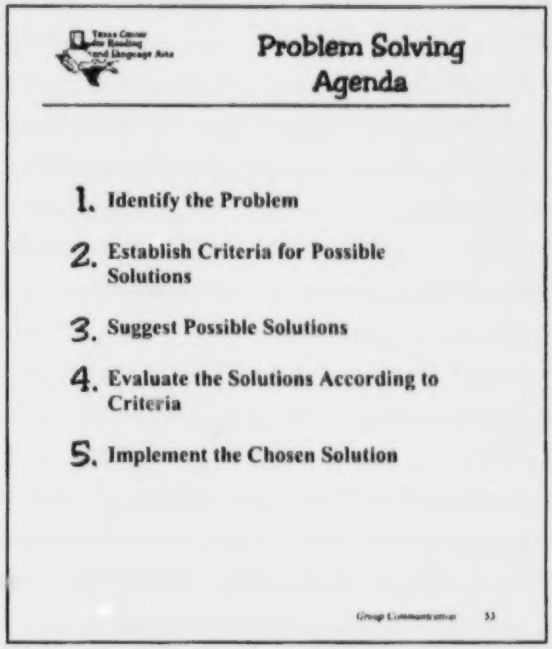
Problem Solving Agenda

- Use Overhead #53 to explain the problem-solving agenda. Discuss each step and provide further explanation.
- Emphasize that if a problem arises, participants should follow each step to achieve the best possible solution.
- Refer to HO 23 (Problem-Solving Agenda Handout).

(TEKS 3:B,D,H)

Overhead #53

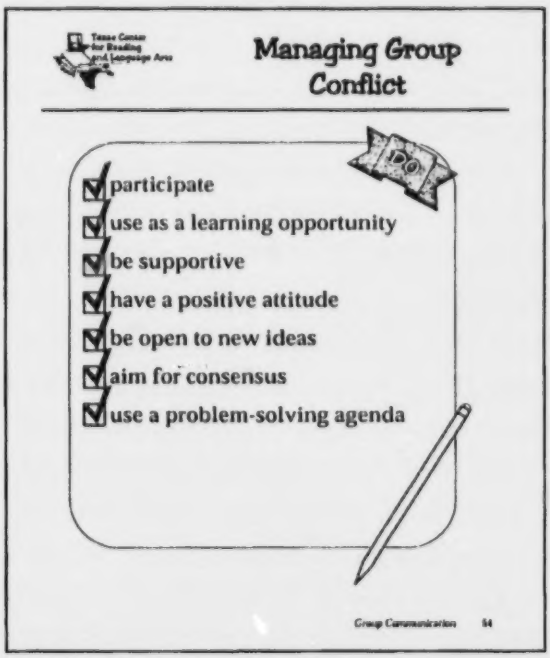

Problem Solving Agenda
1. Identify the Problem
2. Establish Criteria for Possible Solutions
3. Suggest Possible Solutions
4. Evaluate the Solutions According to Criteria
5. Implement the Chosen Solution

Managing Group Conflict

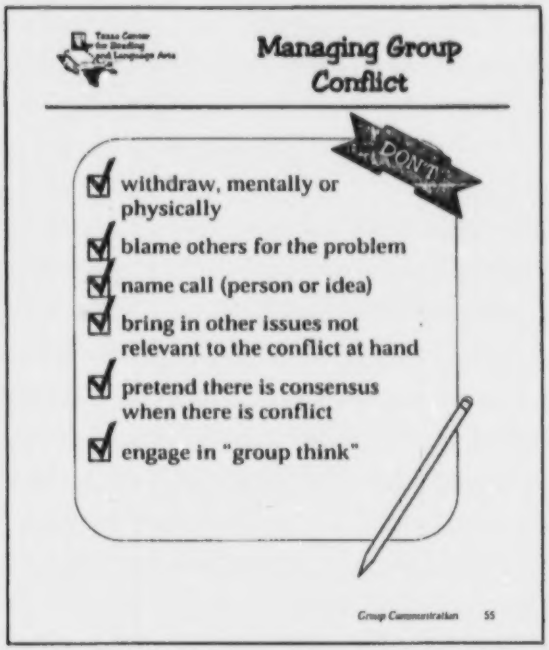
- Use Overhead #54 to discuss the DOs of managing group conflict. Emphasize that conflict can't always be resolved, but it can be managed to help the group come to consensus.
- Discuss each of the suggestions to ensure understanding.

(TEKS 3:B,D,H)

Overhead #54



Overhead #55

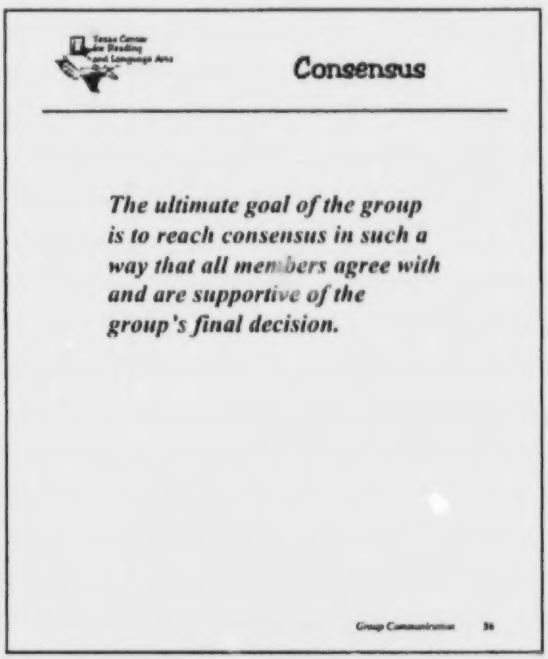

Managing Group Conflict
DON'Ts
withdraw, mentally or physically
blame others for the problem
name call (person or idea)
bring in other issues not relevant to the conflict at hand
pretend there is consensus when there is conflict
engage in "group think"

Managing Group Conflict

- Use Overhead #55 to discuss the DON'Ts of managing group conflict. Define all components for participants (e.g., group think–an uncritical way of thinking in which the desire to avoid conflict and reach an agreement is more important than careful consideration of alternatives–Janis 1998)

(TEKS 3:B,D,H)

Overhead #56


Consensus
The ultimate goal of the group is to reach consensus in such a way that all members agree with and are supportive of the group's final decision.

Consensus

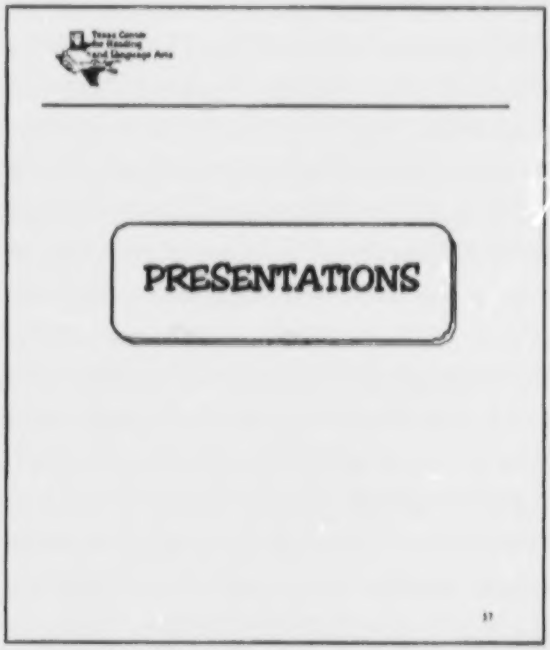
- Use Overhead #56 to define consensus. Explain that consensus is not always reached. Alternatives to consensus include compromise and majority rule, but these are not win-win solutions.
- Introduce HO 24 (Group Problem Solving: Activity 17).

(TEKS 3:D,H,I)

PRESENTATIONS

- Use Overhead #57 to introduce the Presentations unit.
- Refer to HO 25a,b (Presentations TEKS).

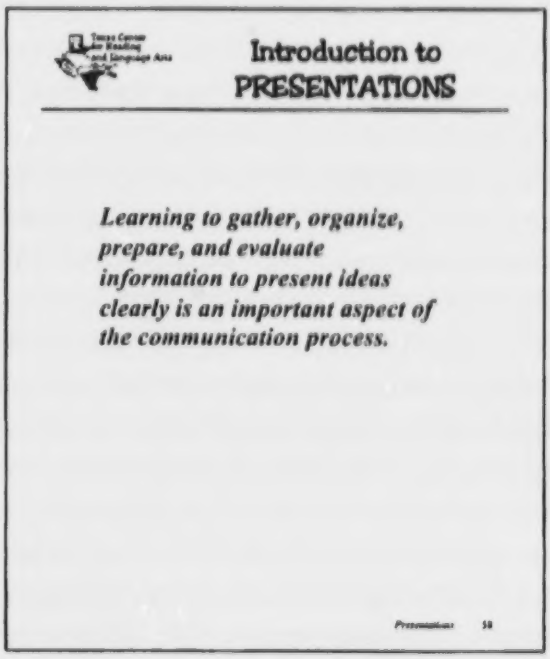
Overhead #57



Introduction to PRESENTATIONS

- Use Overhead #58 to introduce the importance of presentations in both formal and informal settings. Let participants know that at the end of this unit they will be making a formal group and individual presentation.

Overhead #58


Introduction to
PRESENTATIONS
Learning to gather, organize, prepare, and evaluate information to present ideas clearly is an important aspect of the communication process.

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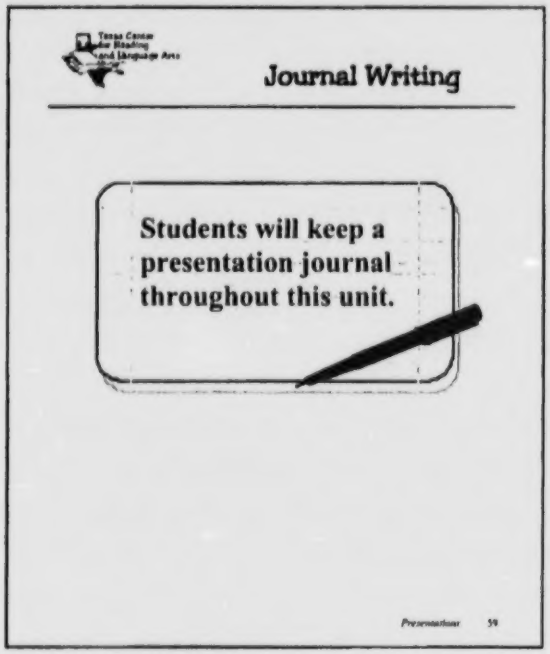
Overhead #59

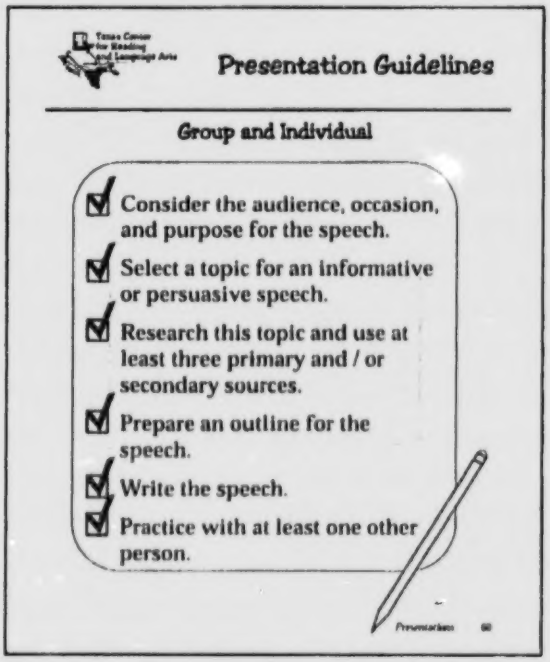


Journal Writing

- Use Overhead #59 to stress the importance of reflection in the development of effective communication skills. Inform participants that reflection throughout the process will help during presentation development and enable the development of more effective communication skills.
- Introduce HO 26 (Presentation Overview).

(TEKS 4:N)

Overhead #60


Presentation Guidelines
Group and Individual
Consider the audience, occasion, and purpose for the speech.
Select a topic for an informative or persuasive speech.
Research this topic and use at least three primary and / or secondary sources.
Prepare an outline for the speech.
Write the speech.
Practice with at least one other person.

Presentation Guidelines

- Use Overhead #60 to delineate presentation guidelines. Highlight requirements of presentation (e.g., time limit). Allow participants time to review the guidelines and ask questions.
- Explain that all participants will use the Presentation Guidelines first for a group presentation, and then for individual presentations.

(TEKS 4:A,B,K)

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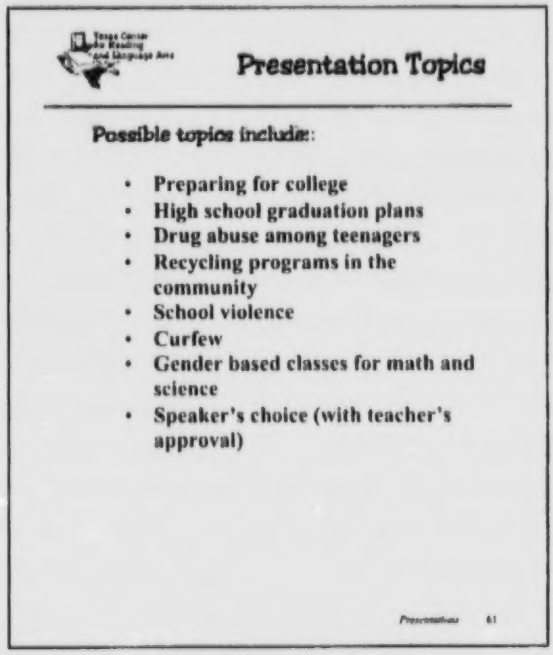
Presentation Topics

- Use Overhead #61 to suggest presentation topics. Brainstorm with participants about other possible topic options. Note that these are only suggestions and that speaker's choice is a viable option.
- Introduce HO 27 (Presentation Research Activity 18). After visiting the library, introduce HO 28 (Organizing Strategies: Activity 19).

(TEKS 4:B)

Overhead #61

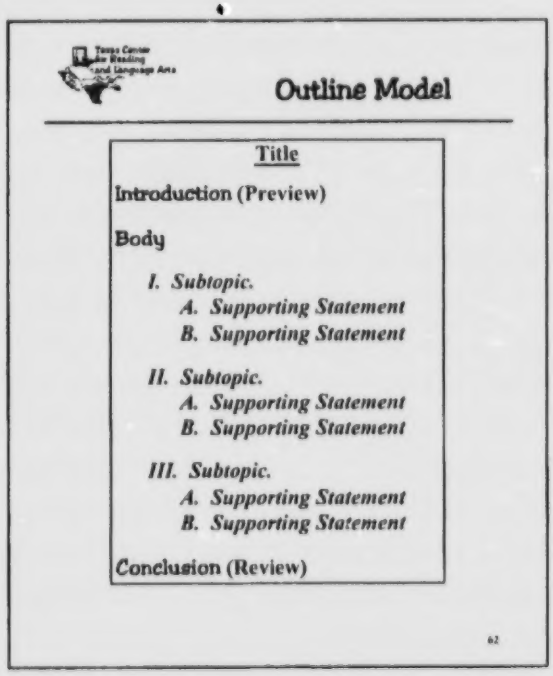

Presentation Topics
Possible topics include:
• Preparing for college
• High school graduation plans
• Drug abuse among teenagers
• Recycling programs in the community
• School violence
• Curfew
• Gender based classes for math and science
• Speaker's choice (with teacher's approval)

Outline Model

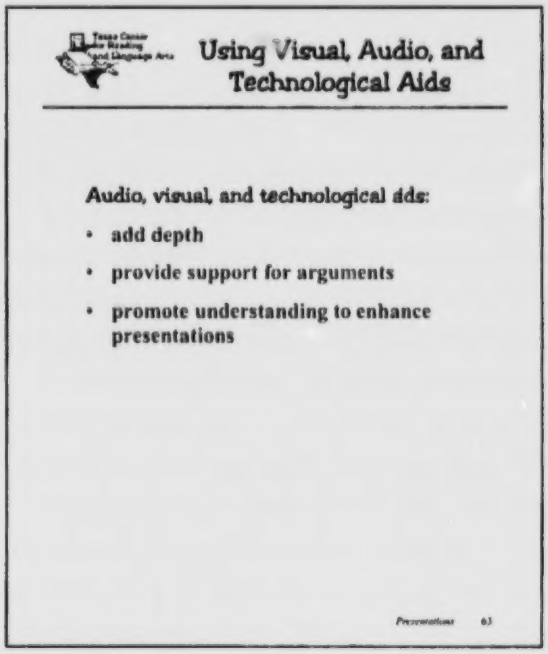
- Use Overhead #62 to introduce HO 29 (Outline Model). Explain to participants that the purpose of the presentation is to enhance communication skills, and the purpose of the outline is to provide a structure for the presentation.
- Explain how the introduction should incorporate an attention-getting device (A.G.D.).

(TEKS 4:E,F)

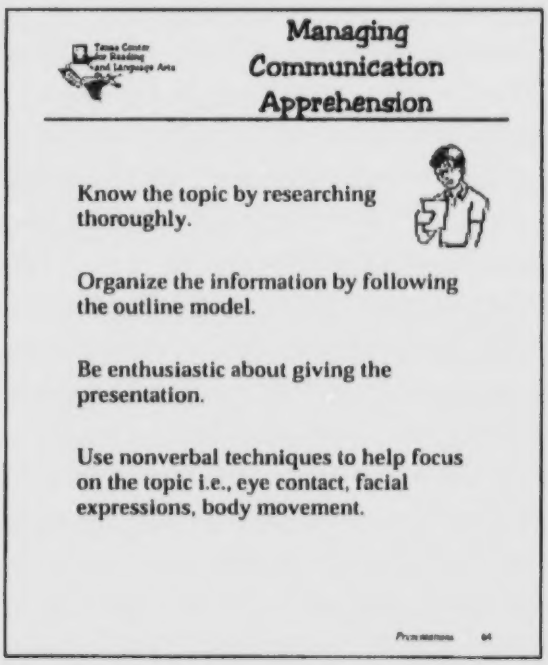
Overhead #62



Overhead #63


Using Visual, Audio, and Technological Aids
Audio, visual, and technological aids:
• add depth
• provide support for arguments
• promote understanding to enhance presentations

Overhead #64


Managing Communication Apprehension
Know the topic by researching thoroughly.
Organize the information by following the outline model.
Be enthusiastic about giving the presentation.
Use nonverbal techniques to help focus on the topic i.e., eye contact, facial expressions, body movement.

Using Visual, Audio, and Technological Aids

- Use Overhead #63 to introduce the use of visual, audio, and technological aids within the presentation. Inform participants that the aid should be neat in presentation, uniform in size, and large enough for the audience to see. Ask participants to provide possible examples.
- Possible ideas include: poster boards with pictures or graphs; a computer generated display; slide show; appropriate video; segment of a taped interview.
- Introduce HO 30 (Using Visual, Audio, and Technological Aids: Activity 20).

(TEKS 4:G,I)

Managing Communication Apprehension

- Use Overhead #64 to discuss ways to deal with communication apprehension. It may be helpful to share a personal anecdote about this issue. Emphasize the importance of research, organization, enthusiasm, and nonverbal techniques to reduce communication apprehension.
- Introduce HO 31 (Communication Apprehension: Activity 21).

(TEKS 4:C,H)

Practice

- Use Overhead #65 to discuss the importance of practice in the preparation phase.
- Introduce HO 32 (Presentation Practice: Activity 22) and HO 33 (Presentation Evaluation Form).
- After completion of Activity 22, introduce HO 34 (Final Oral Presentation: Activity 23).
- After all group presentations, introduce HO 35 (Communication Effectiveness: Activity 24).

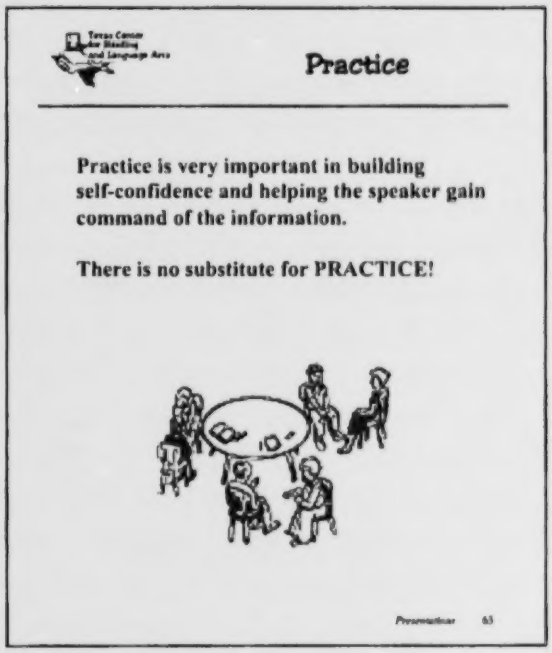
(TEKS 4:F,G, H, I,J)

Individual Presentations

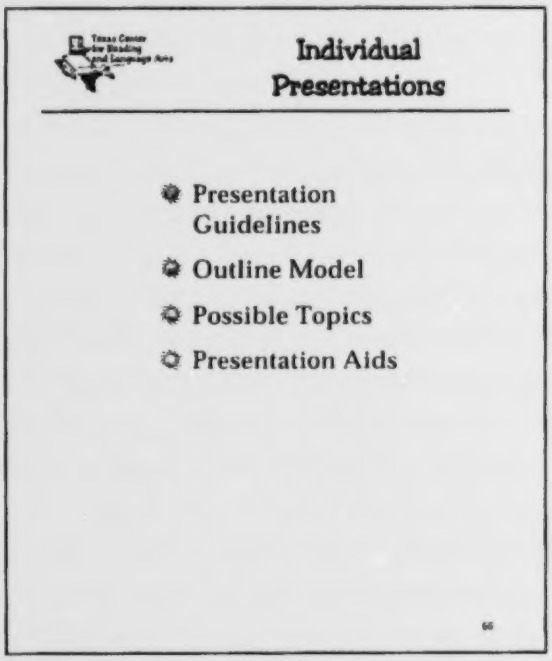
- Inform participants that they will present an individual informative, persuasive or motivational speech.
- Use Overhead #66 to review speaker responsibilities for individual presentations. Explain that the steps taken for individual presentation are the same steps taken for group presentations.
- Provide participants with time to organize and practice their individual presentations.
- Distribute the evaluation form located in the Handout section prior to the individual presentations.

(TEKS 4:I,J,K,M,N)

Overhead #65


Practice
Practice is very important in building self-confidence and helping the speaker gain command of the information.
There is no substitute for PRACTICE!

Overhead #66



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3. Overheads

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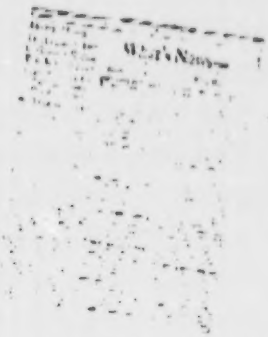
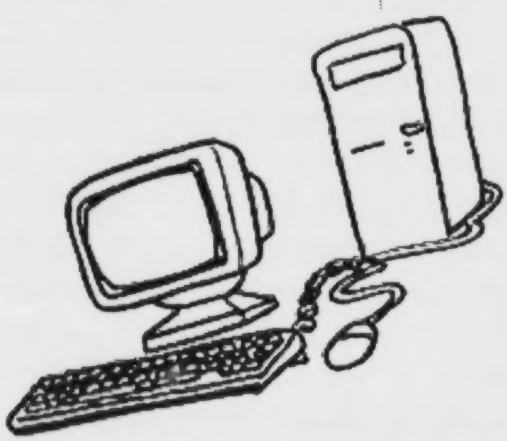


Enhancing Communication Applications for Secondary Students



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Overview of Communication Applications

Participants will:

1. Discuss components and characteristics of the four Communication Applications strands: Communication Process, Interpersonal, Group Communication, and Presentations.
2. Engage in activities and strategies to enhance the understanding of the Communication Applications TEKS.

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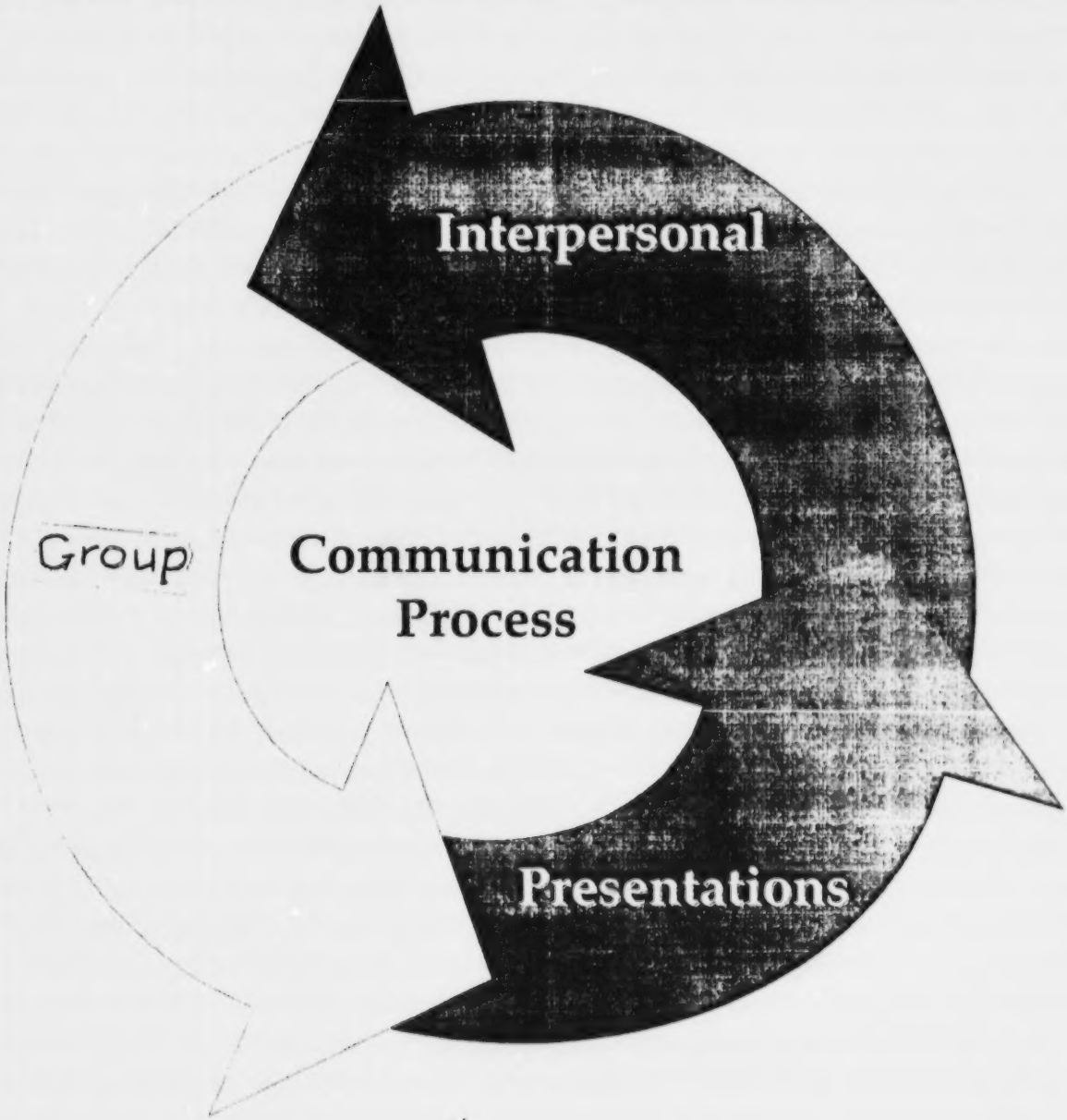
Communication Applications Strands



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Skill Areas for Communication Applications

Communication Process

defining the components of the communication process

Interpersonal Communication

communication between two or more people

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Skill Areas for Communication Applications

Group Communication

3 to 7 people in face-to-face interaction working toward a common goal

Presentations

delivering an informative, persuasive or motivational speech

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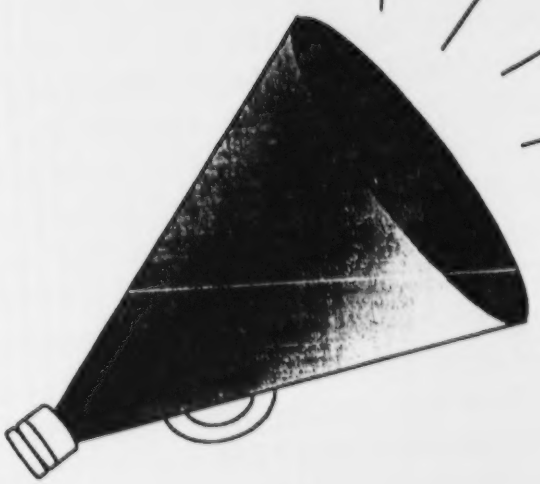
Why do we communicate?



- to promote understanding
- to make decisions
- to inform
- to resolve conflicts or problems
- to meet social needs
- to persuade

COMMUNICATION PROCESS

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Introduction to COMMUNICATION PROCESS

The communication process has several distinct yet interconnected strands. This guide will review the three strands referenced in the TEKS:

- *Interpersonal*
- *Group*
- *Presentations*

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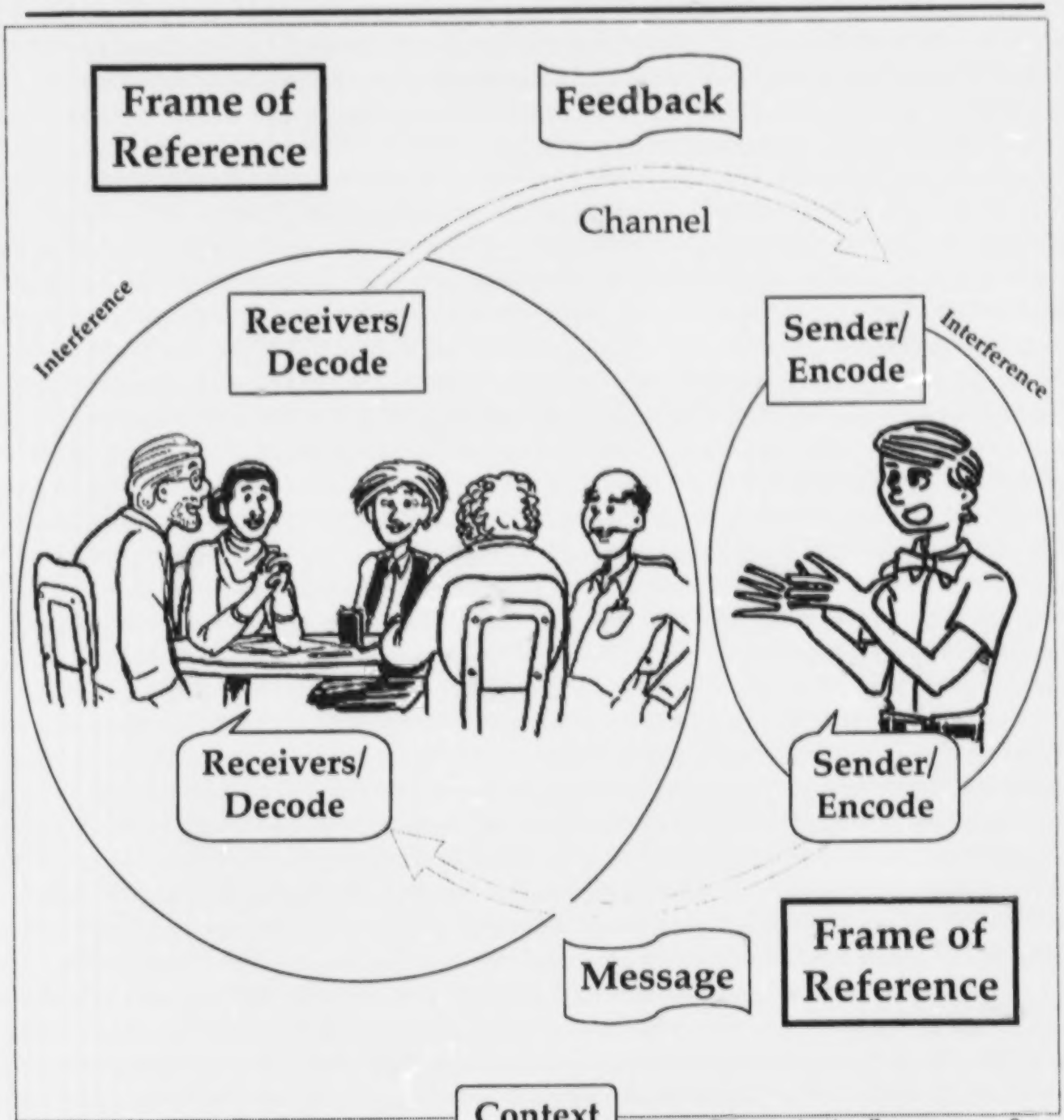
Communication Process Model



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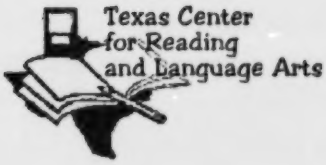

Understanding the Components of the Communication Process

Sender → person who has message to communicate

Receiver → person who interprets the message

Encode* → the process of putting a message into the form in which it is to be communicated

Decode* → the process the receiver undergoes in trying to interpret the exact meaning of a message

Message → the idea sender wants receiver to understand

*(Hamilton, 1990)

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Understanding the Components of the Communication Process

Frame of reference → attitude, past experiences

Context → physical, social, and emotional elements of communication

Interference → anything external or internal that prevents communication

Feedback → reaction of the receiver

Channel → means of communicating the message

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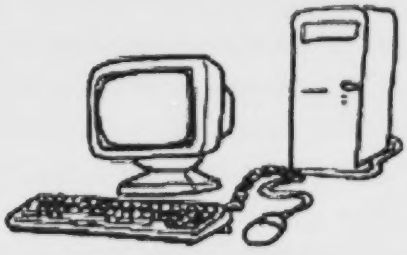
Channels of Communication

The medium that carries the message is the channel of communication.

Knowing which channel to use in a communication setting is critical.

When do you use these channels?

- face-to face
- written
- electronic



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Characteristics of Oral Language

Informal — Language that may include slang or colloquial words

Standard — Language that is acceptable in most settings

Technical — Language that is associated with a specific trade or profession

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The Listening Process

Hearing - The physical process of perceiving sound

Listening - The physical and cognitive process of hearing something with thoughtful attention and consideration

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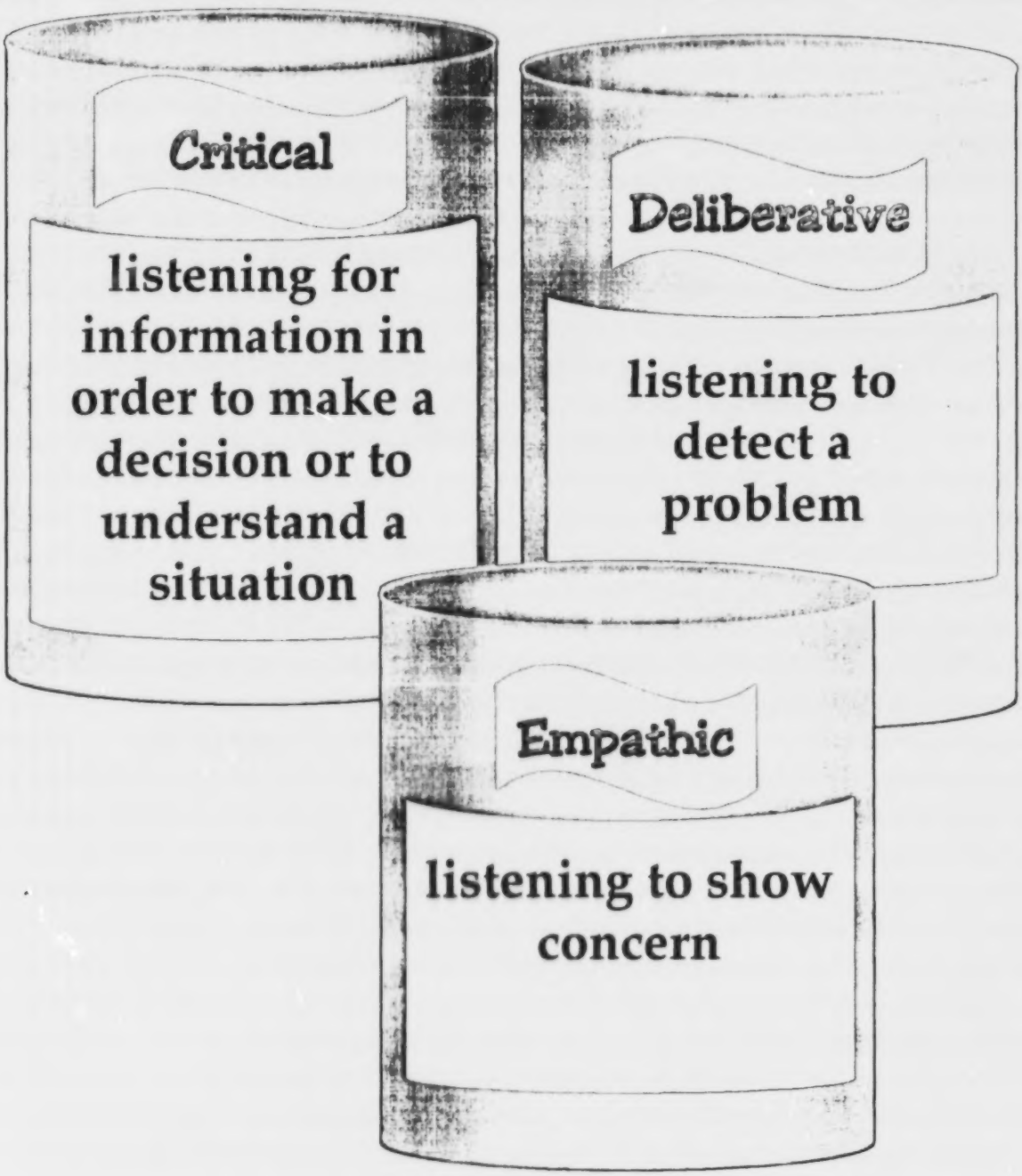
Types of Listening


Critical
listening for information in order to make a decision or to understand a situation
Deliberative
listening to detect a problem
Empathic
listening to show concern

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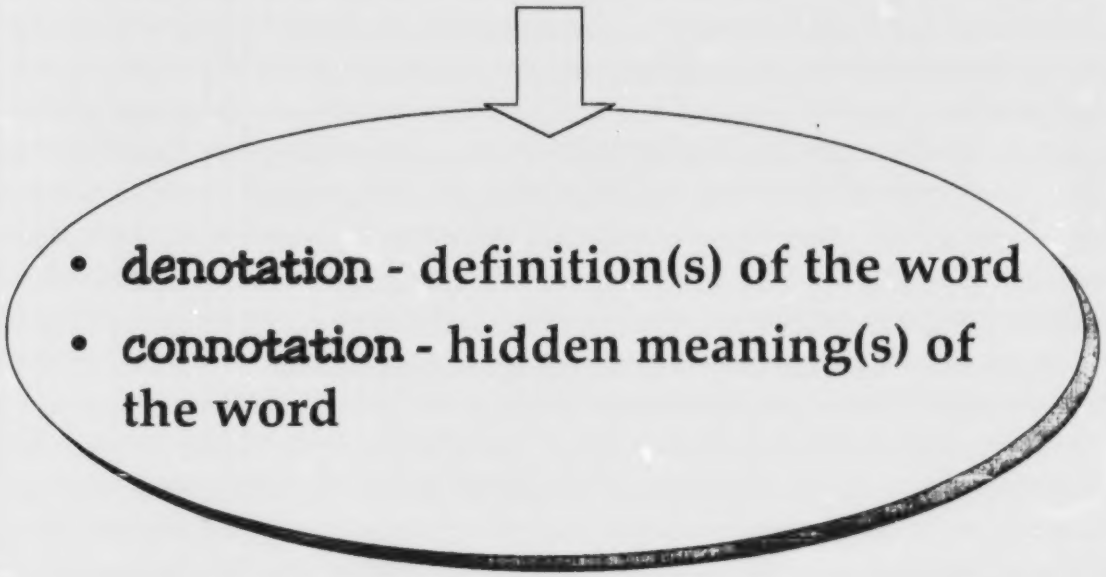
Verbal Communication

Spoken/written words convey a message



- **denotation** - definition(s) of the word
- **connotation** - hidden meaning(s) of the word

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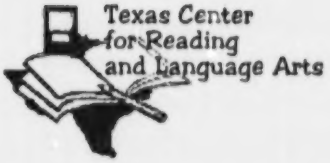

Verbal Communication (con't)

Spoken/written words convey a message

Appropriate language

- **jargon** - technical language associated with a profession
- **slang** - informal language
- **formal** - standard use of language

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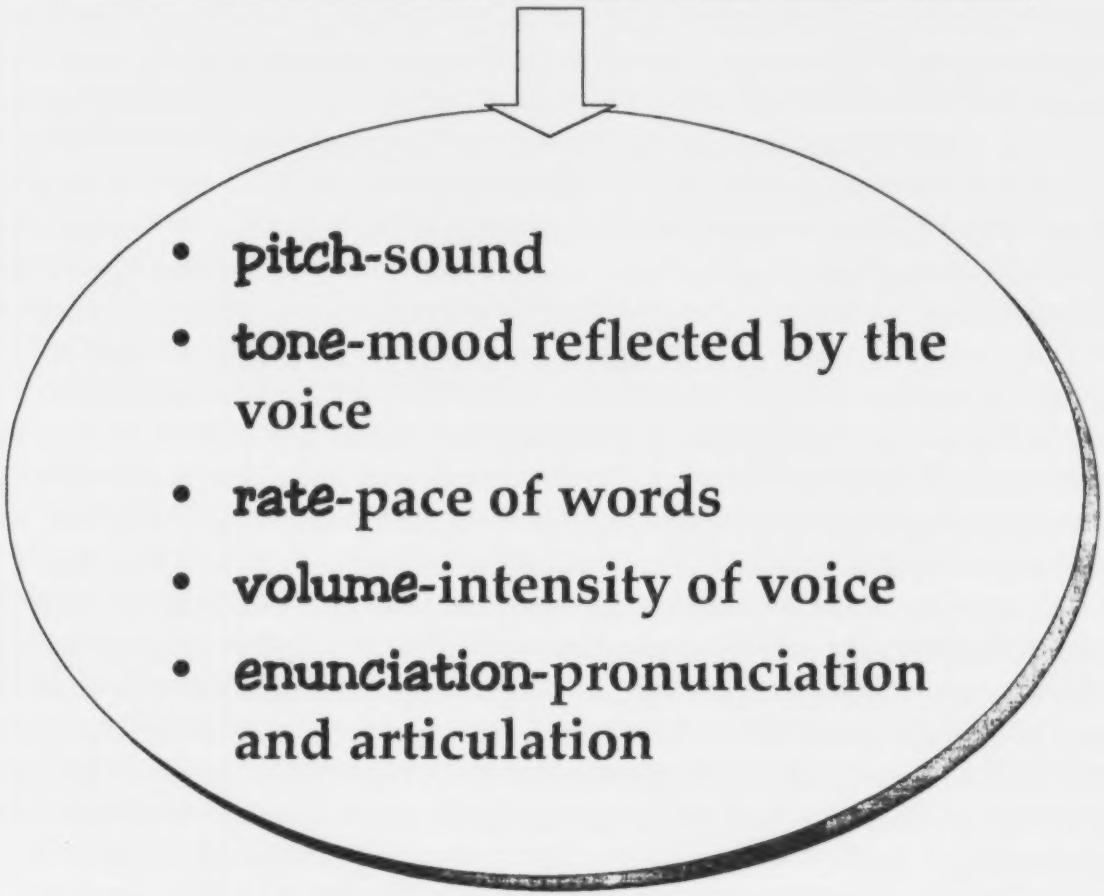
Verbal Communication (con't)

Paralanguage-qualities of the voice


• pitch-sound
• tone-mood reflected by the voice
• rate-pace of words
• volume-intensity of voice
• enunciation-pronunciation and articulation

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Nonverbal Communication

Nonverbal messages

- are not written or spoken
- reinforce or contradict verbal messages
- influence the way people interpret messages

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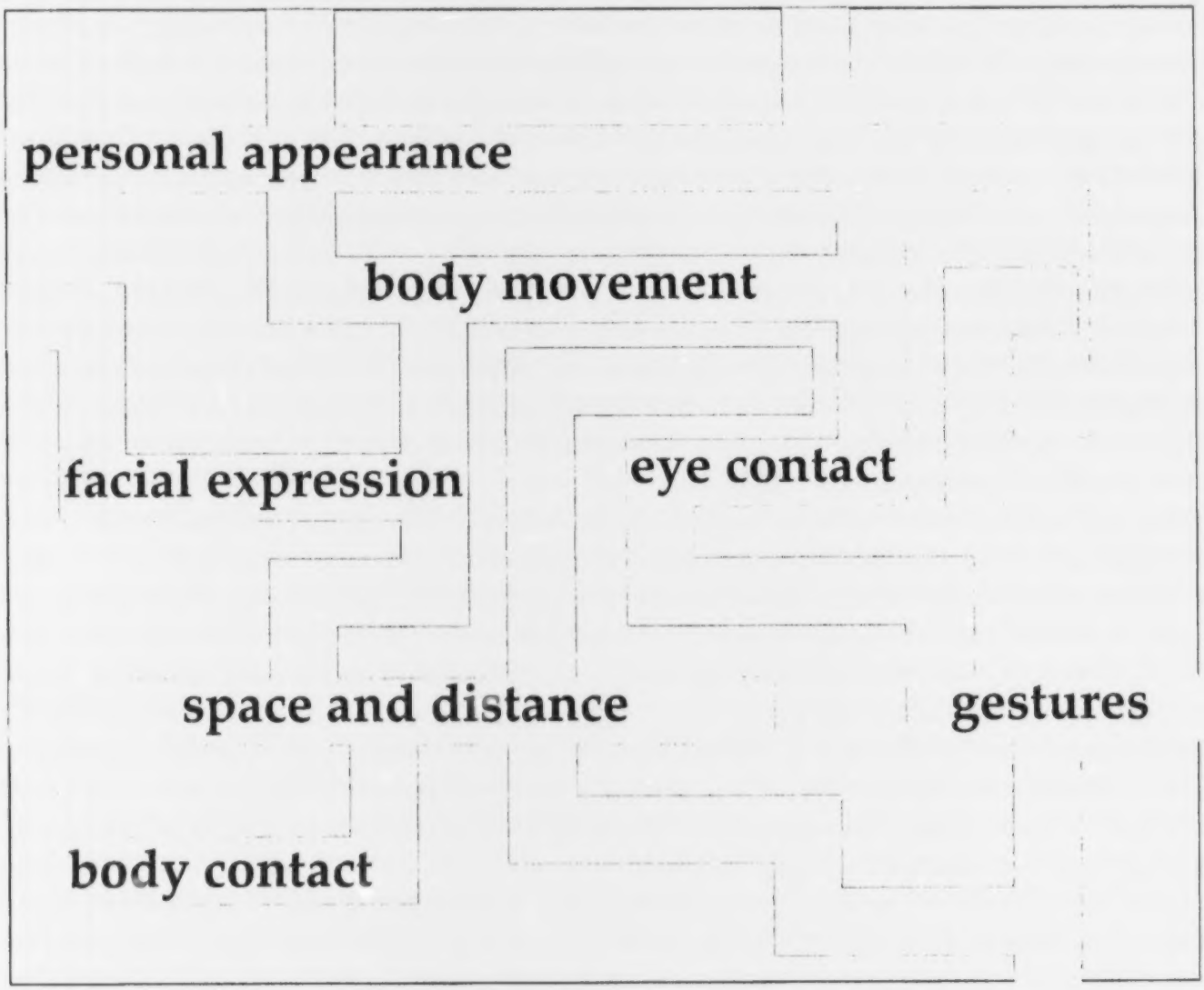
Examples of Nonverbal Communication



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Concept of Personal Space

Intimate: Under 18″
Confidential exchanges among friends and close colleagues

Personal: 18″ to 4′
Comfortable conversations among friends and colleagues

Social: 4′ to 12′
Cordial exchanges for most social and business exchanges

Public: over 12′
Individuals barely acknowledge each other, such as in a large mall

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A Communicator's Responsibilities

- ☑ be well organized
- ☑ use precise, clear information
- ☑ use appropriate language
- ☑ speak clearly and concisely
- ☑ analyze the audience/receivers

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A Communicator's Responsibilities (con't)

- ☑ use effective nonverbal signals
- ☑ listen carefully
- ☑ avoid overreacting
- ☑ show concern about the message you are sending
- ☑ provide appropriate feedback

INTERPERSONAL

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Introduction to INTERPERSONAL

Knowledge of interpersonal communication—attention to verbal and nonverbal cues, awareness of gender, ethnicity, and age, understanding of proper etiquette—inspires effective communication in both professional and social situations.

Enhancing Interpersonal Relationships

Check for understanding

- Encourage reaction and feedback
- Ensure the message received is the sender's intended message

Actively listen

- Be attentive and courteous
- Make connections between what each person says

Enhancing Interpersonal Relationships (con't)

Keep it clear

- Use facts and evidence to support your opinion
- Be specific
- Provide examples and anecdotes.

Enthusiasm

- Speak with interest and conviction

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Professional Etiquette and Protocol

- **Who:** identify yourself by first and last name.
- **What:** state the purpose of the communication.
- **When:** determine alternate meeting time if necessary.
- **Where** and **How:** inform where and how you can be contacted in the future.

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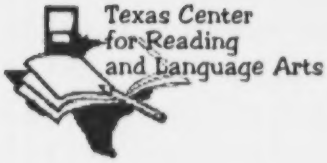

CLEAR Directions

Clear: Avoid generalities.

Light: Use brief statements with clear, vivid language.

Easy to follow: Organize step by step directions with graphic elements to enhance understanding.

Accurate: Test your directions before delivery.

Relevant: Avoid unneccessary information.

Three Ps to Perfect Interviews

Polite: be on time, well groomed, and courteous.

Prepared: rehearse answers to anticipated questions, know something about the general profession and the specific business, and prepare a question to ask the interviewer about the business.

Positive: be alert, speak up, maintain eye contact, and be enthusiastic.

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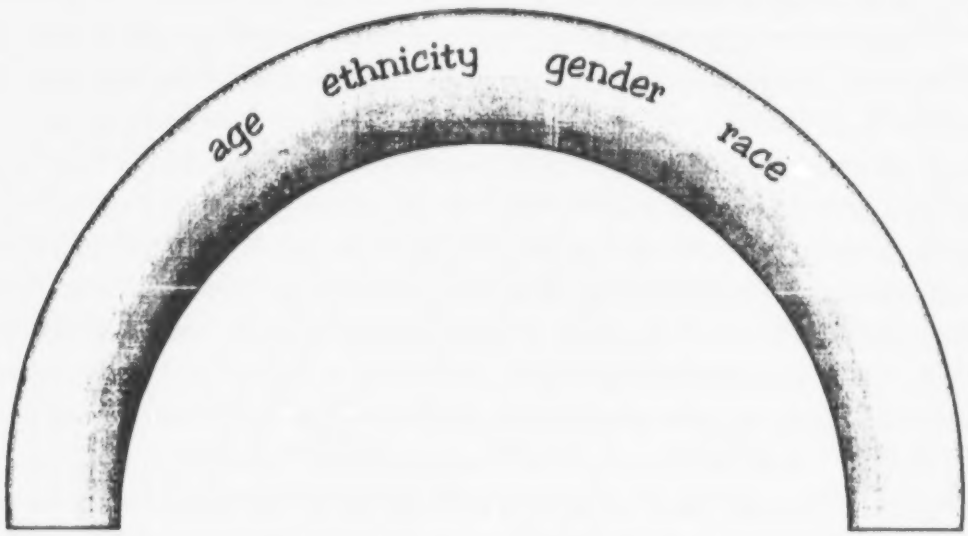
Respecting Differences in Communication

Issues of race, ethnicity, gender, and age affect the ways in which we communicate with one another.



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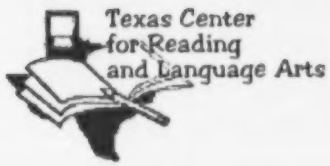

GROUP COMMUNICATION

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Introduction to GROUP COMMUNICATION

The ability to communicate effectively and work collaboratively in groups is essential in both professional and social contexts.

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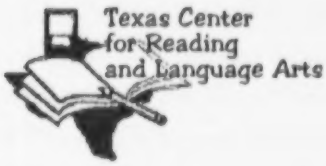
Definition of a Small Group

- Comprised of three to seven people
- Engaged in face-to-face interaction
- Work together to achieve a common goal



Importance of Small Group Communication

- Decisions may be better because of varying viewpoints, experiences, backgrounds, and expertise of group members
- Productivity may increase in a small group
- People feel a sense of belonging and security when working in a small group

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Types of Groups

Social groups

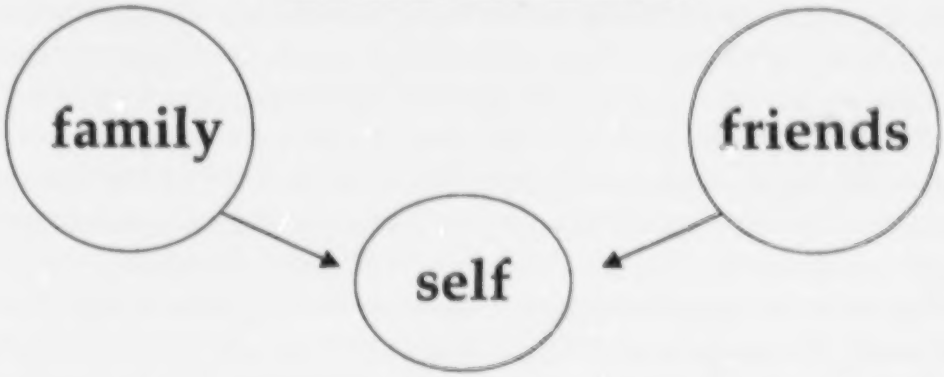
- primary
- casual

Task groups

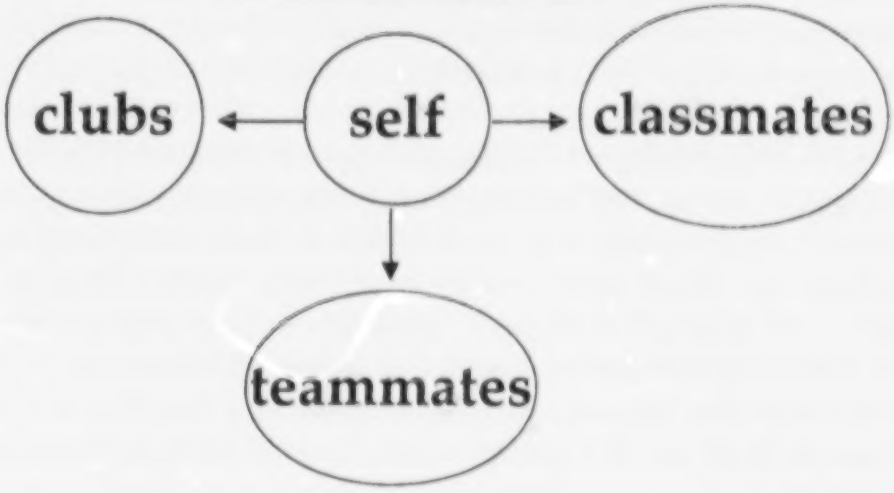
- decision-making
- problem-solving

Types of Social Groups

Primary Groups



Casual Groups



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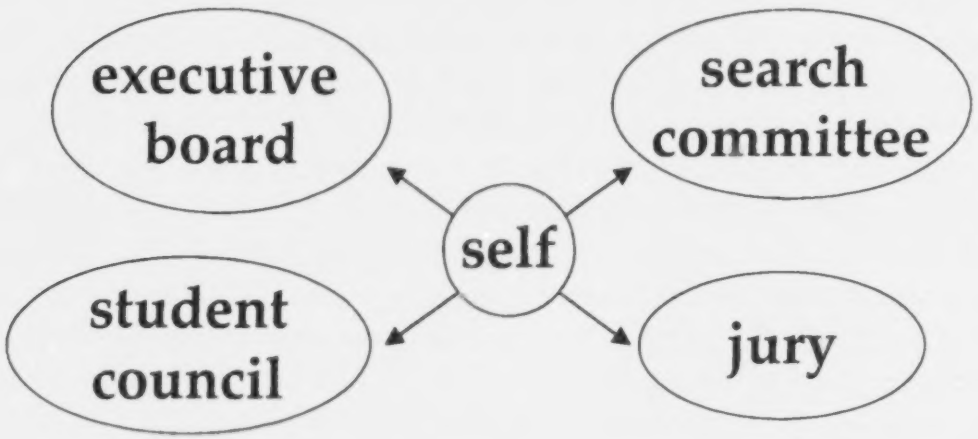
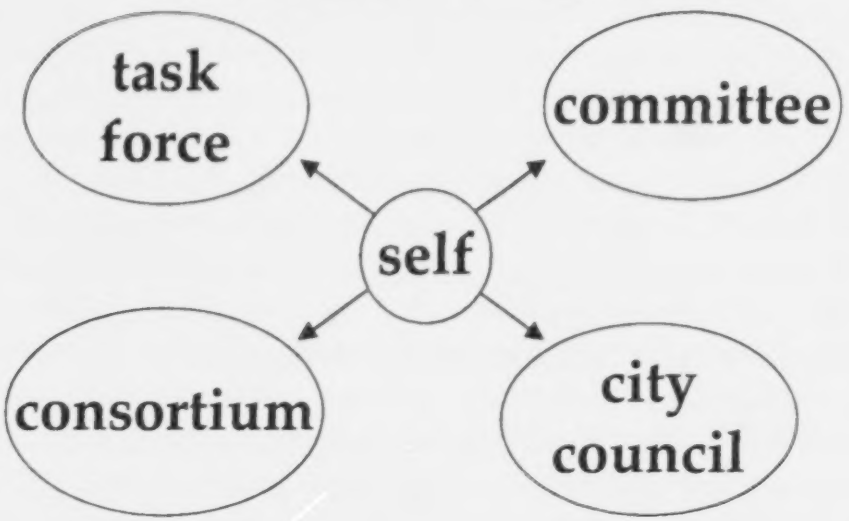
Types of Task Groups

Decision-Making Groups



Problem-Solving Groups



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Components of Effective Group Participation

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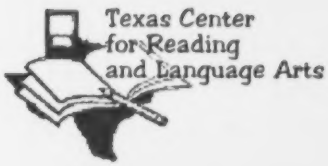
Roles in a Group

Two types of roles in a group:

- task
- maintenance

All group members assume roles within the group.



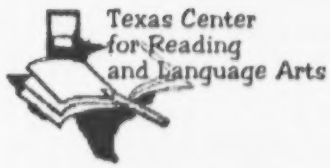
Group Task Roles

Initiator - proposes new ideas or methods

Information Giver* - evidence and experiences relevant to the task

Information Seeker* - evidence is requested/clarified from other members

*(Hamilton, 1990)



Group Task Roles (con't)

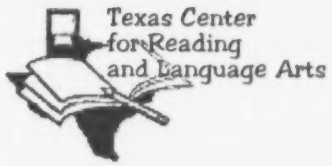
Opinion Giver* - beliefs, attitudes, and judgments are stated

Opinion Seeker* - beliefs and feelings are solicited

Energizer* - the group is stimulated to be alert and active

Recorder/Secretary - keeps written record of group's activities

*(Hamilton, 1990)



Group Maintenance Roles

Supporter/Encourager - offers praise to participants

Harmonizer - mediates disagreements

Tension Reliever - uses methods such as humor to relax groups at appropriate times

Gatekeeper/Expeditor - encourages and limits participation as appropriate

Standard Setter - helps establish goals

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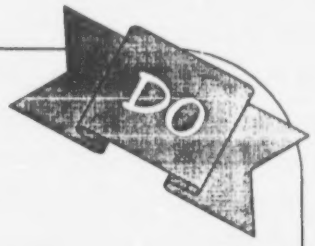
Guidelines for Effective Listening in Groups



- ☑ focus on the speaker
- ☑ eliminate distractions
- ☑ take notes
- ☑ maintain good eye contact
- ☑ focus on verbal and nonverbal messages
- ☑ keep an open mind
- ☑ ask questions
- ☑ paraphrase

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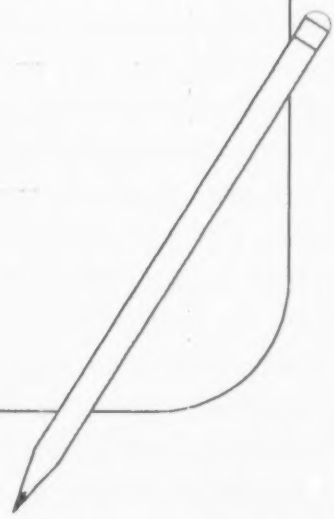
Guidelines for Effective Listening in Groups

- ☑ interrupt
- ☑ make negative comments
- ☑ be disrespectful
- ☑ pre-judge ideas



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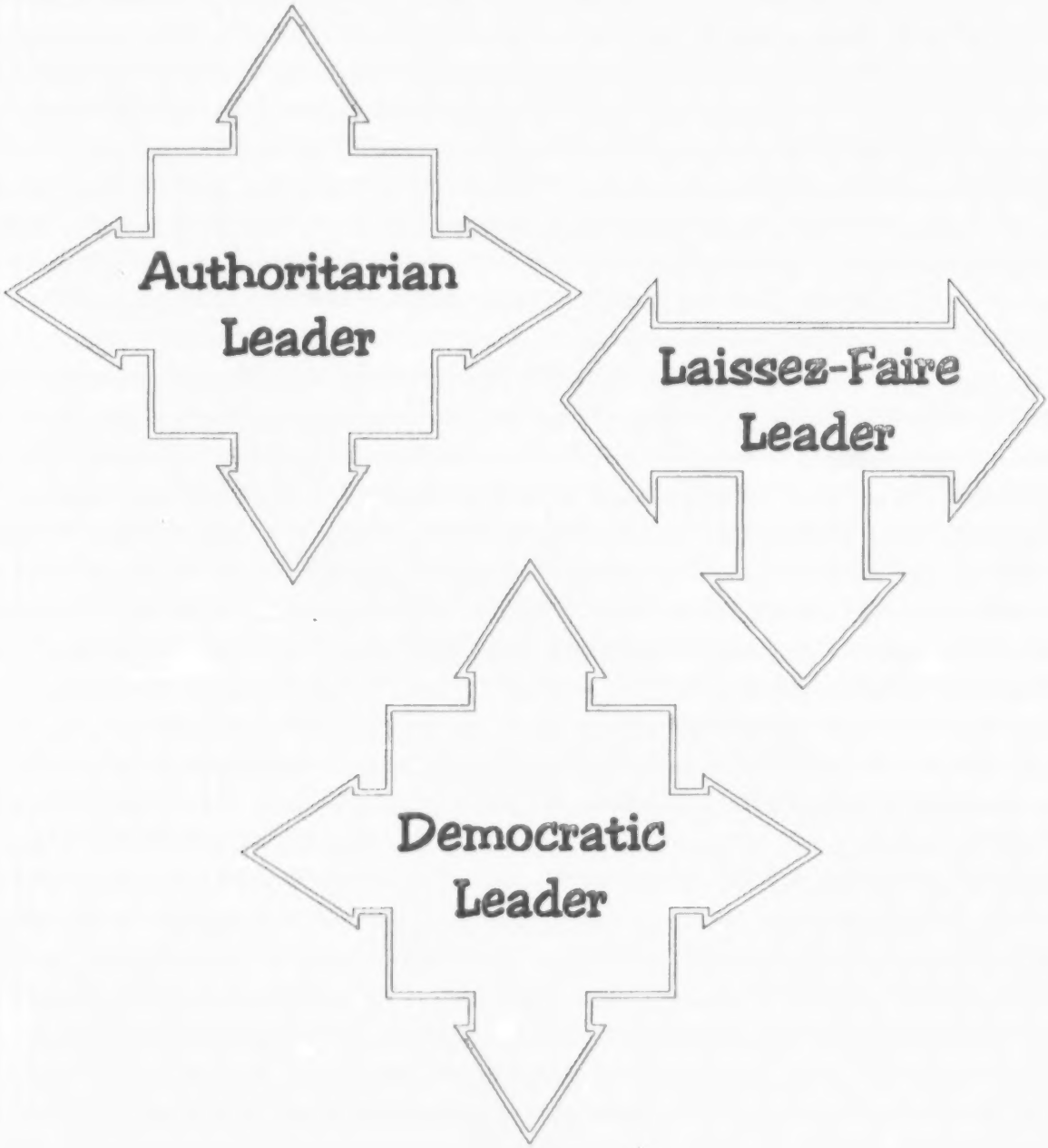
Leadership Styles



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Leadership Styles

gives both praise and criticism

gives orders

determines policy

makes most, if not all, decisions

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Leadership Styles

allows group to self-direct

supplies information when asked

permits group freedom to make decisions

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Leadership Styles

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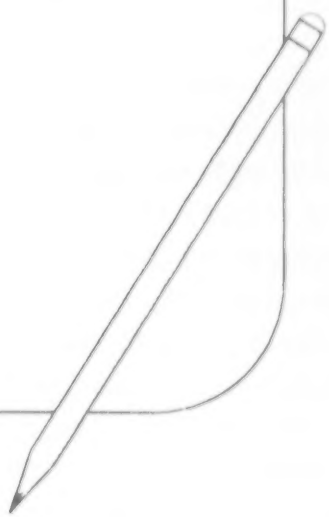
Responsibilities and Duties of a Leader

- ☑ Introduce the discussion
- ☑ Keep the group moving
- ☑ Monitor discussions
- ☑ Expedite discussions
- ☑ Conclude process



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Group Conflict

Group conflict can occur when the opinions among the group members vary.

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Negative Conflict

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Positive Conflict

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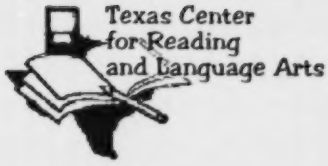

Problem Solving Agenda

1. Identify the Problem
2. Establish Criteria for Possible Solutions
3. Suggest Possible Solutions
4. Evaluate the Solutions According to Criteria
5. Implement the Chosen Solution

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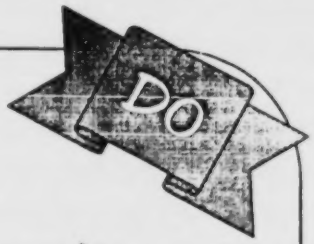
Managing Group Conflict



- ☑ participate
- ☑ use as a learning opportunity
- ☑ be supportive
- ☑ have a positive attitude
- ☑ be open to new ideas
- ☑ aim for consensus
- ☑ use a problem-solving agenda

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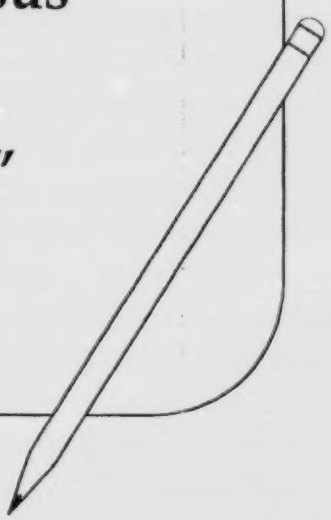
Managing Group Conflict

- ☑ withdraw, mentally or physically
- ☑ blame others for the problem
- ☑ name call (person or idea)
- ☑ bring in other issues not relevant to the conflict at hand
- ☑ pretend there is consensus when there is conflict
- ☑ engage in "group think"



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Consensus

The ultimate goal of the group is to reach consensus in such a way that all members agree with and are supportive of the group's final decision.

PRESENTATIONS

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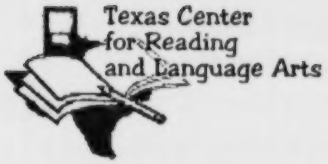

Introduction to PRESENTATIONS

Learning to gather, organize, prepare, and evaluate information to present ideas clearly is an important aspect of the communication process.

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Journal Writing

Students will keep a presentation journal throughout this unit.

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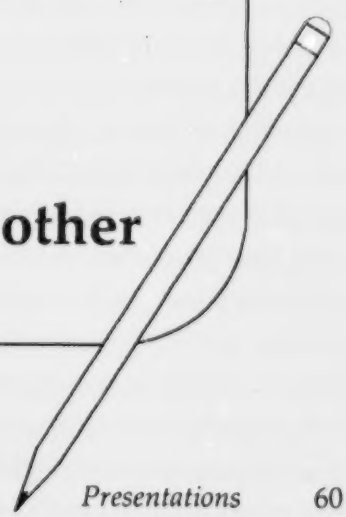
Presentation Guidelines

Group and Individual

- ☑ Consider the audience, occasion, and purpose for the speech.
- ☑ Select a topic for an informative or persuasive speech.
- ☑ Research this topic and use at least three primary and / or secondary sources.
- ☑ Prepare an outline for the speech.
- ☑ Write the speech.
- ☑ Practice with at least one other person.



Presentation Topics

Possible topics include:

- Preparing for college
- High school graduation plans
- Drug abuse among teenagers
- Recycling programs in the community
- School violence
- Curfew
- Gender based classes for math and science
- Speaker's choice (with teacher's approval)

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Outline Model

Title

Introduction (Preview)

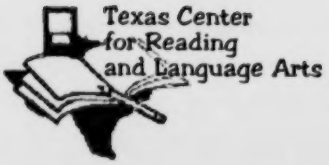
Body

I. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

II. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

III. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

Conclusion (Review)



Using Visual, Audio, and Technological Aids

Audio, visual, and technological aids:

- add depth
- provide support for arguments
- promote understanding to enhance presentations

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Managing Communication Apprehension

Know the topic by researching thoroughly.

Organize the information by following the outline model.

Be enthusiastic about giving the presentation.

Use nonverbal techniques to help focus on the topic i.e., eye contact, facial expressions, body movement.

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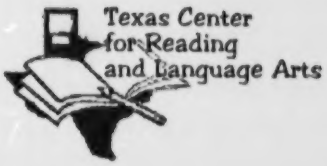
Practice

Practice is very important in building self-confidence and helping the speaker gain command of the information.

There is no substitute for PRACTICE!



Individual Presentations

- Presentation Guidelines
- Outline Model
- Possible Topics
- Presentation Aids

4. Handouts

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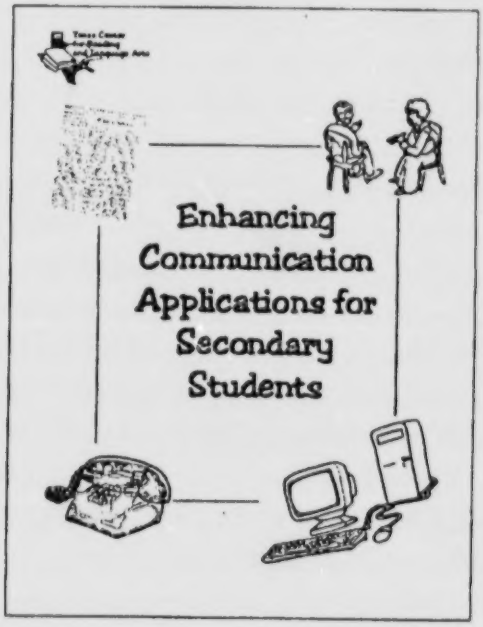

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Overview of Communication Applications

Participants will:

1. Discuss components and characteristics of the four Communication Applications strands: Communication Process, Interpersonal, Group Communication, and Presentations.
2. Engage in activities and strategies to enhance the understanding of the Communication Applications TEKS.

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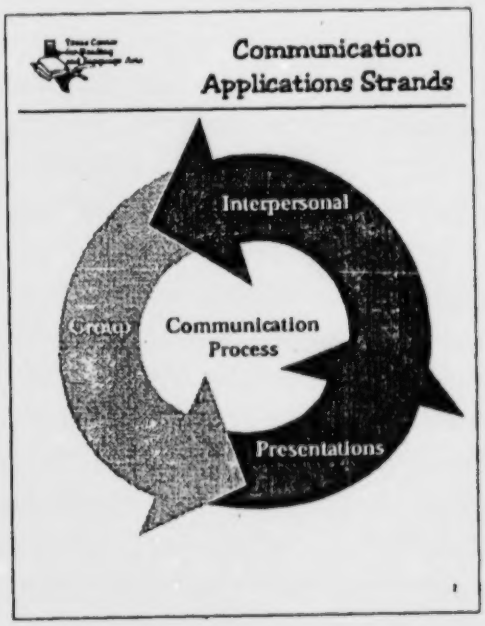

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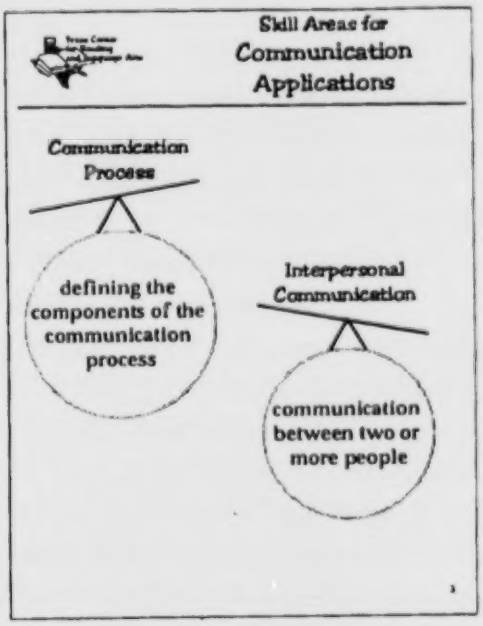
Skill Areas for
Communication
Applications
Communication
Process
defining the
components of the
communication
process
Interpersonal
Communication
communication
between two or
more people

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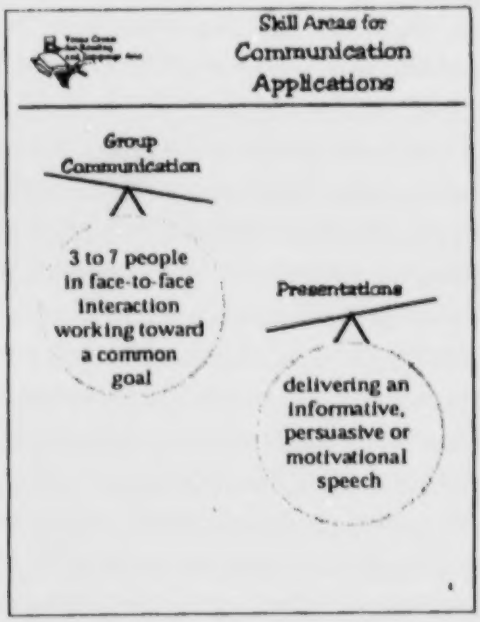

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Why do we communicate?
• to promote understanding
• to make decisions
• to inform
• to resolve conflicts or problems
• to meet social needs
• to persuade

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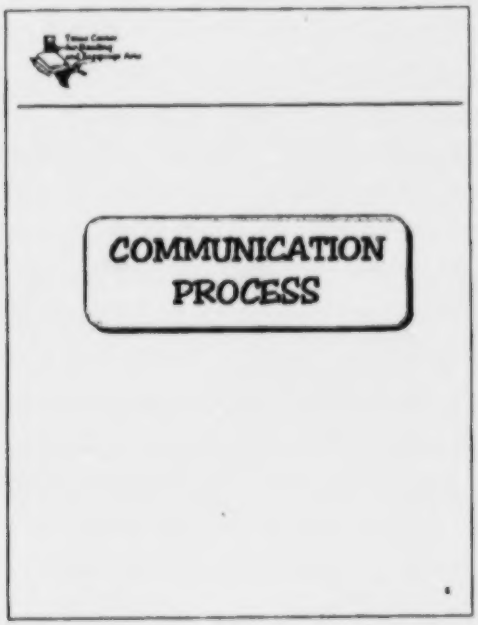

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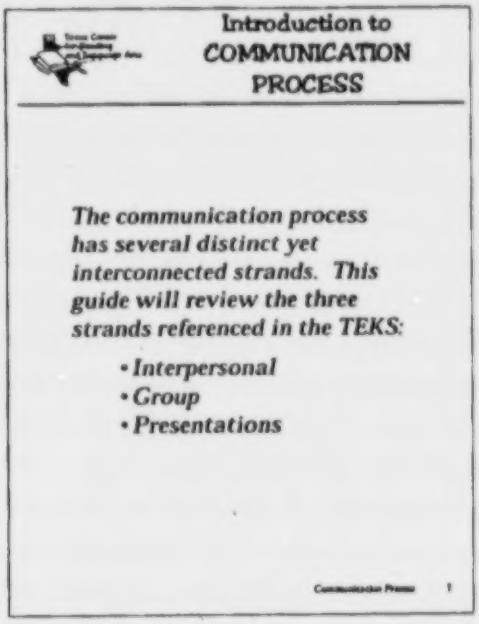
Introduction to
COMMUNICATION
PROCESS
The communication process has several distinct yet interconnected strands. This guide will review the three strands referenced in the TEKS:
• Interpersonal
• Group
• Presentations

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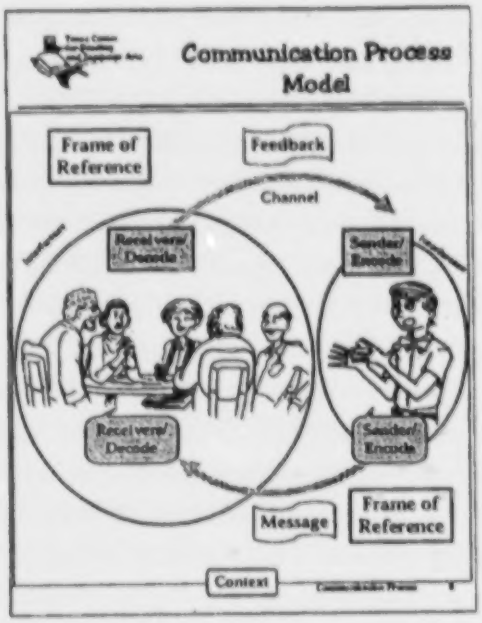

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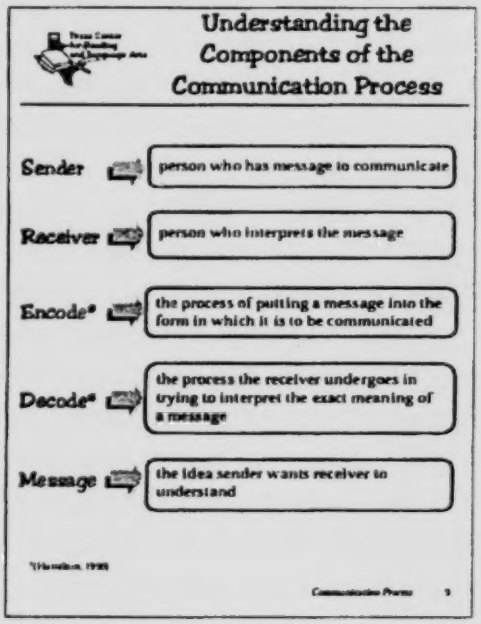
Understanding the Components of the Communication Process
Sender
person who has message to communicate
Receiver
person who interprets the message
Encode*
the process of putting a message into the form in which it is to be communicated
Decode*
the process the receiver undergoes in trying to interpret the exact meaning of a message
Message
the idea sender wants receiver to understand

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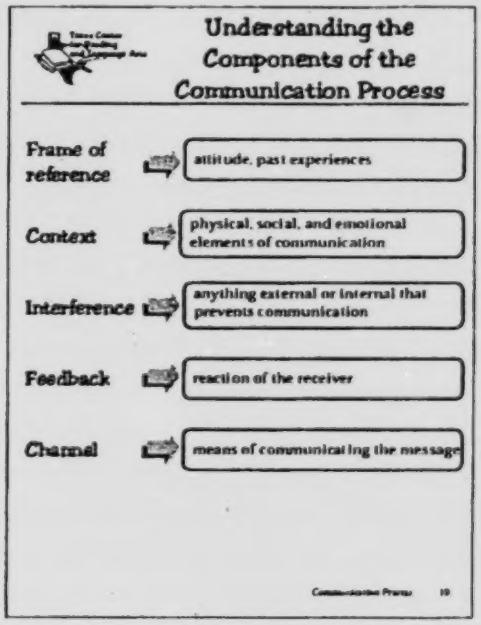

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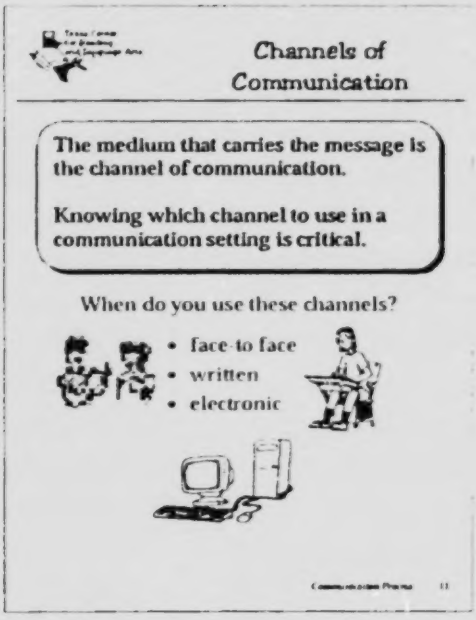
Channels of Communication
The medium that carries the message is the channel of communication.
Knowing which channel to use in a communication setting is critical.
When do you use these channels?
• face-to face
• written
• electronic

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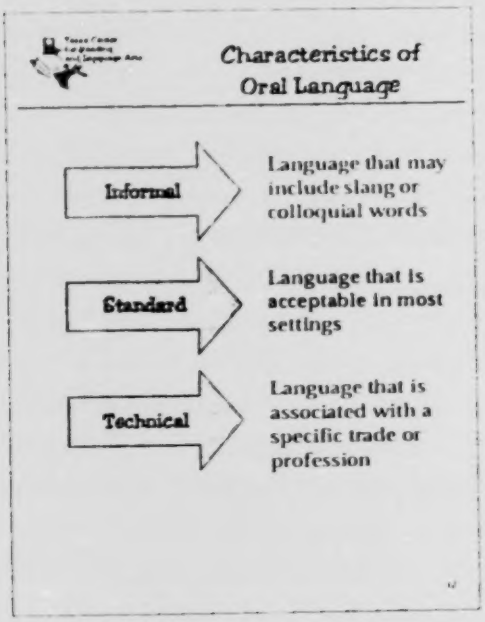
Characteristics of
Oral Language
Informal
Language that may include slang or colloquial words
Standard
Language that is acceptable in most settings
Technical
Language that is associated with a specific trade or profession

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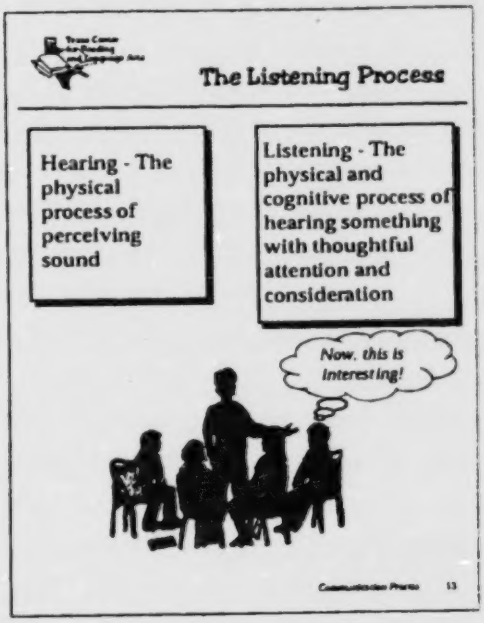
The Listening Process
Hearing - The physical process of perceiving sound
Listening - The physical and cognitive process of hearing something with thoughtful attention and consideration
Now, this is interesting!

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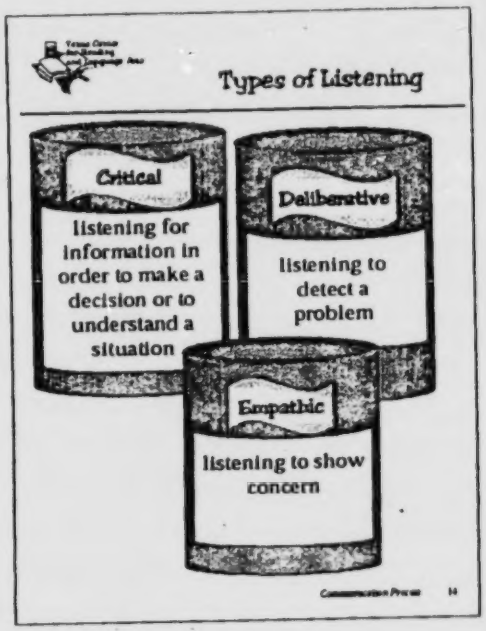
Types of Listening
Critical
listening for information in order to make a decision or to understand a situation
Deliberative
listening to detect a problem
Empathic
listening to show concern

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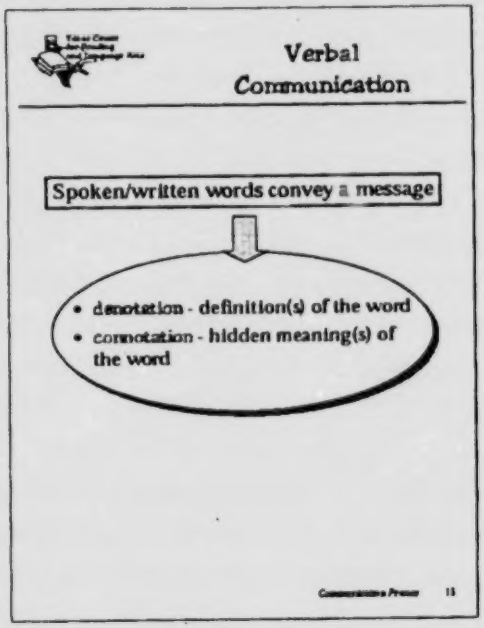
Verbal
Communication
Spoken/written words convey a message
• denotation - definition(s) of the word
• connotation - hidden meaning(s) of the word

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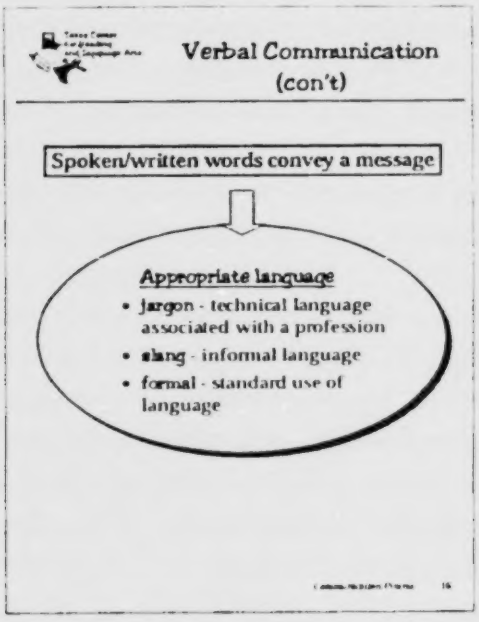
Verbal Communication
(con't)
Spoken/written words convey a message
Appropriate language
• Jargon - technical language associated with a profession
• slang - informal language
• formal - standard use of language

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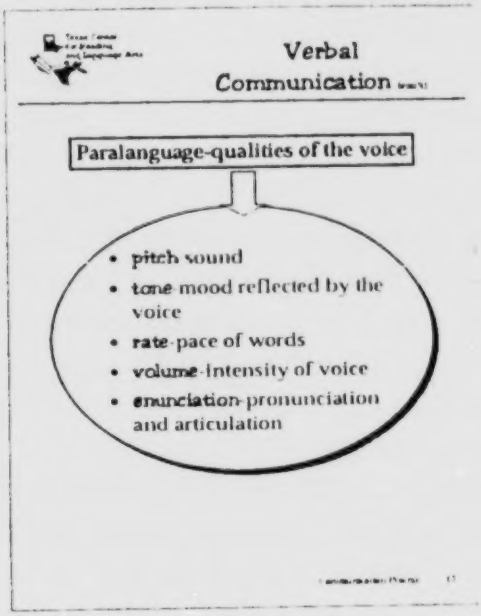

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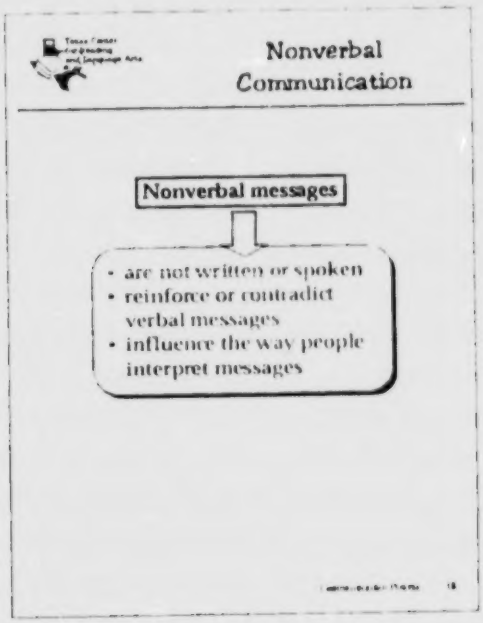

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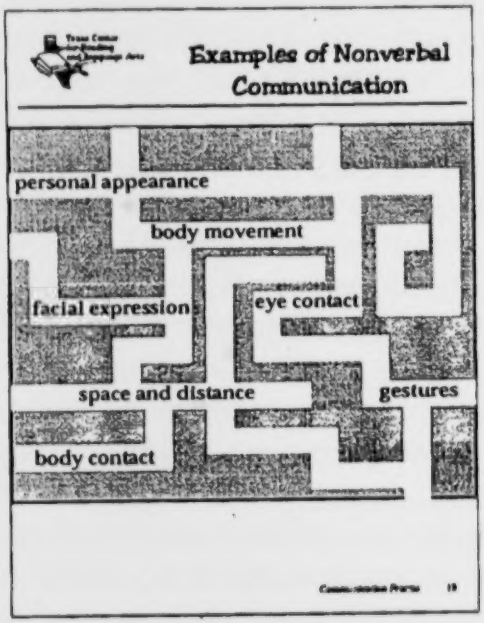
Examples of Nonverbal Communication
personal appearance
body movement
facial expression
eye contact
space and distance
gestures
body contact

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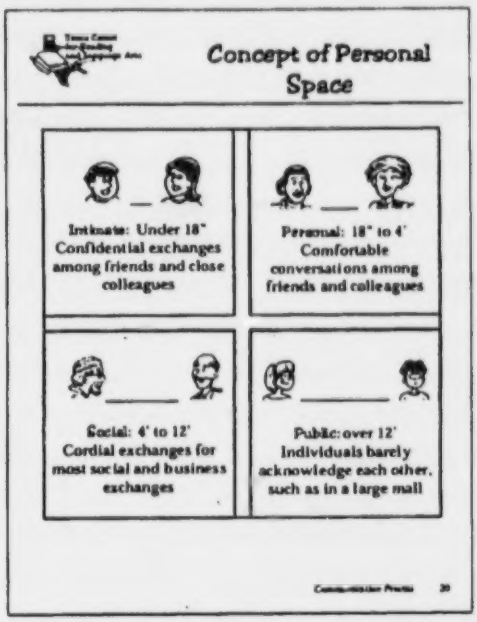
Concept of Personal Space
Intimate: Under 18"
Confidential exchanges among friends and close colleagues
Personal: 18" to 4'
Comfortable conversations among friends and colleagues
Social: 4' to 12'
Cordial exchanges for most social and business exchanges
Public: over 12'
Individuals barely acknowledge each other, such as in a large mall

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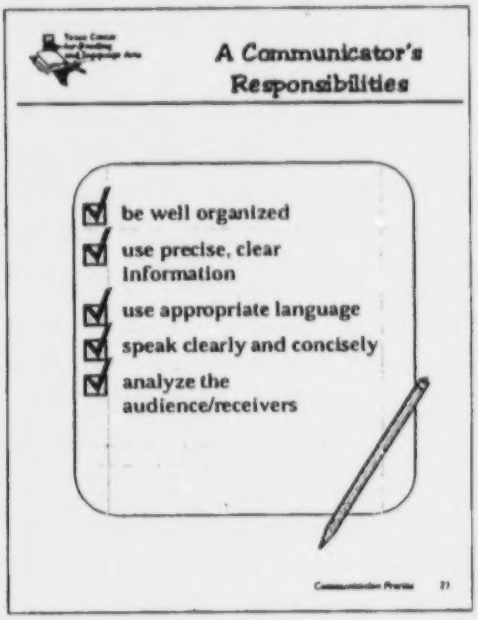
A Communicator's Responsibilities
be well organized
use precise, clear information
use appropriate language
speak clearly and concisely
analyze the audience/receivers

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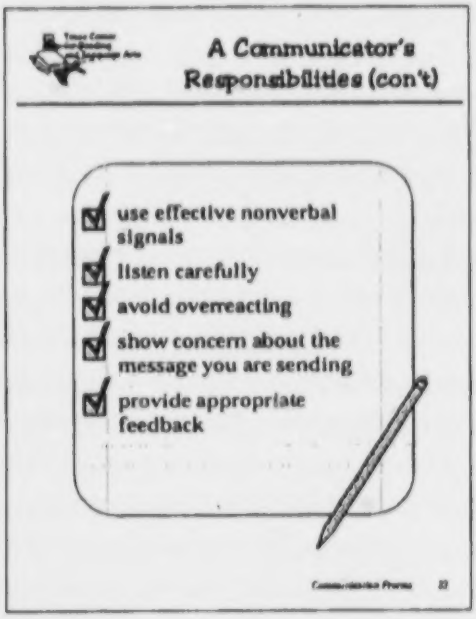

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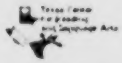

INTERPERSONAL

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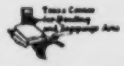

Introduction to INTERPERSONAL

Knowledge of interpersonal communication—attention to verbal and nonverbal cues, awareness of gender, ethnicity, and age, understanding of proper etiquette—inspires effective communication in both professional and social situations.

Interpersonal 24

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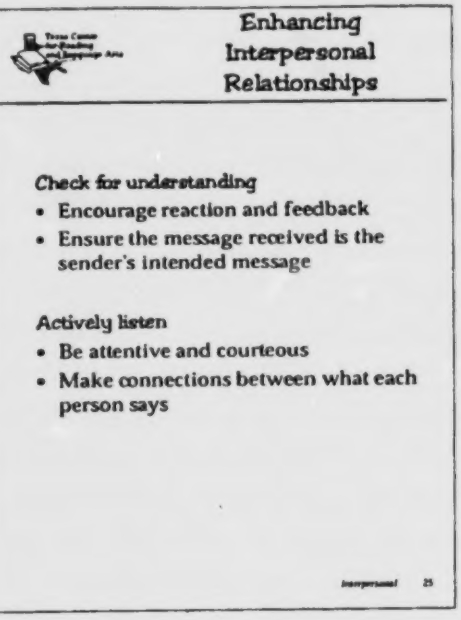

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Enhancing Interpersonal Relationships (con't)

Keep it clear

- Use facts and evidence to support your opinion
- Be specific
- Provide examples and anecdotes.

Enthusiasm

- Speak with interest and conviction

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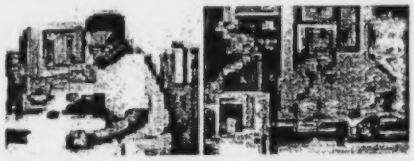
Professional Etiquette and Protocol

- **Who:** Identify yourself by first and last name.
- **What:** state the purpose of the communication.
- **When:** determine alternate meeting time if necessary.
- **Where** and **How:** inform where and how you can be contacted in the future.



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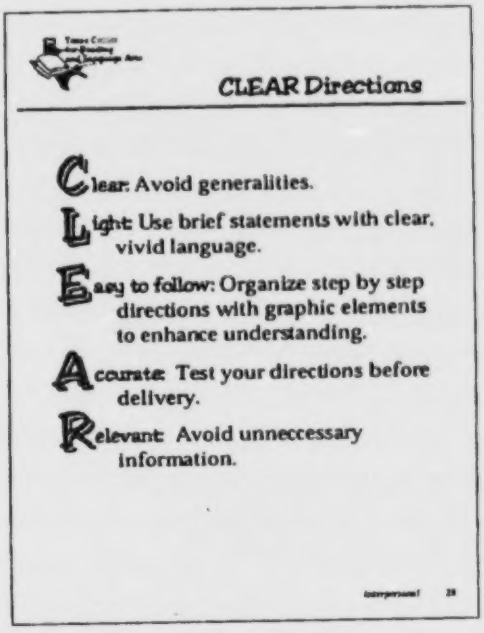
CLEAR Directions
Clear: Avoid generalities.
Light: Use brief statements with clear, vivid language.
Easy to follow: Organize step by step directions with graphic elements to enhance understanding.
Accurate: Test your directions before delivery.
Relevant: Avoid unneccessary information.

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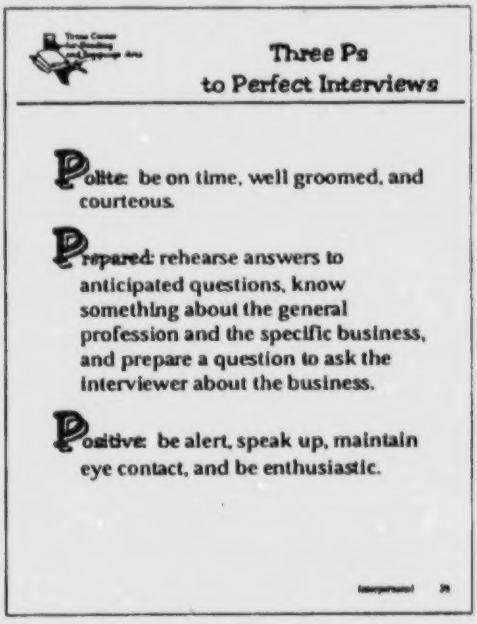
Three Ps
to Perfect Interviews
Polite: be on time, well groomed, and courteous.
Prepared: rehearse answers to anticipated questions, know something about the general profession and the specific business, and prepare a question to ask the interviewer about the business.
Positive: be alert, speak up, maintain eye contact, and be enthusiastic.

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Respecting Differences in Communication

Issues of race, ethnicity, gender, and age affect the ways in which we communicate with one another.

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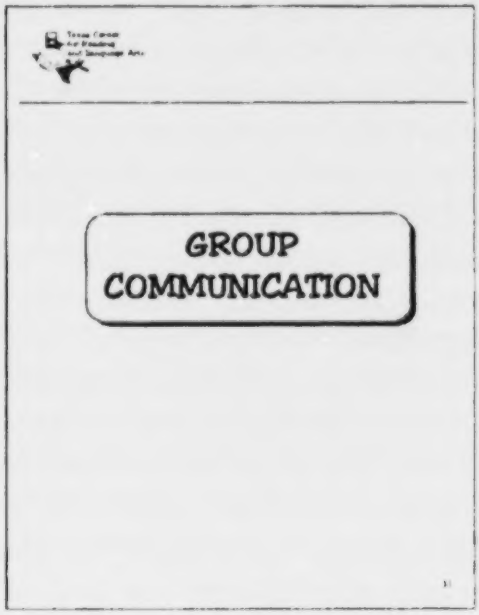

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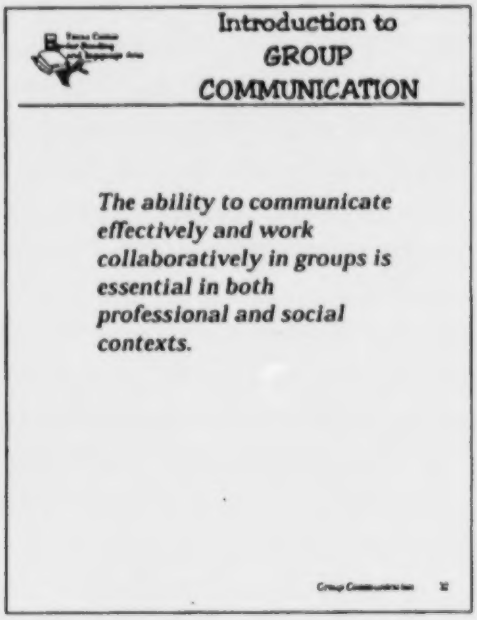
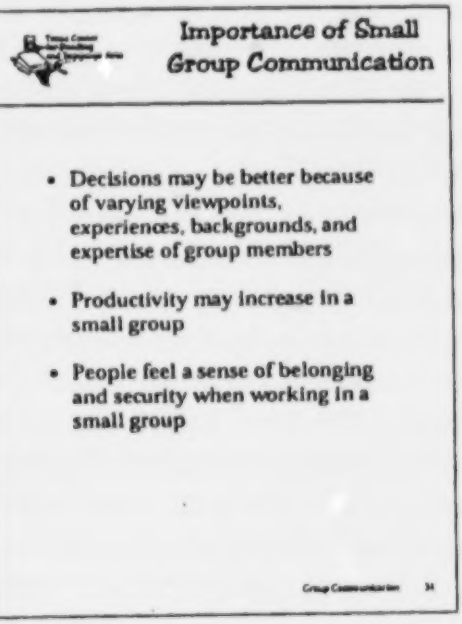

Introduction to
GROUP
COMMUNICATION
The ability to communicate effectively and work collaboratively in groups is essential in both professional and social contexts.

NOTES:

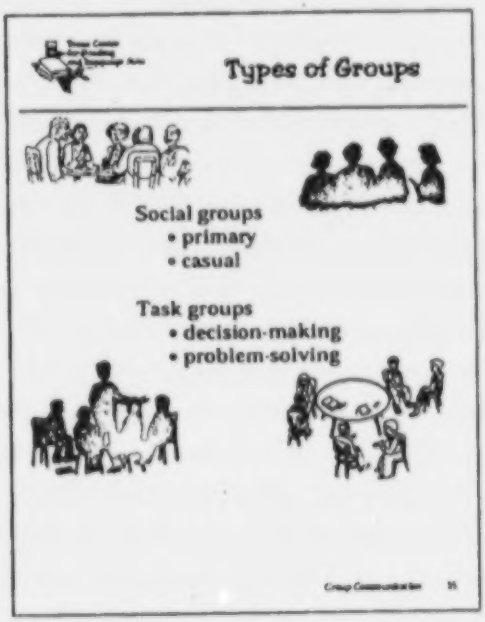
Definition of a Small Group

- Comprised of three to seven people
- Engaged in face-to-face interaction
- Work together to achieve a common goal

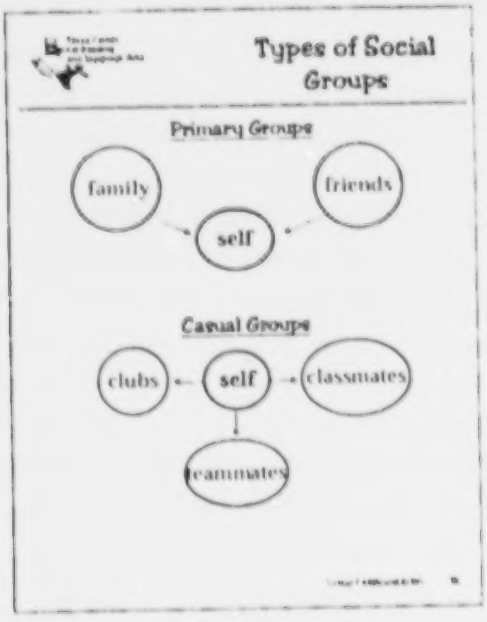
NOTES:


Importance of Small
Group Communication
• Decisions may be better because of varying viewpoints, experiences, backgrounds, and expertise of group members
• Productivity may increase in a small group
• People feel a sense of belonging and security when working in a small group

NOTES:


Types of Groups
Social groups
• primary
• casual
Task groups
• decision-making
• problem-solving

NOTES:


Types of Social Groups
Primary Groups
family
friends
self
Casual Groups
clubs
self
classmates
teammates

NOTES:

NOTES:

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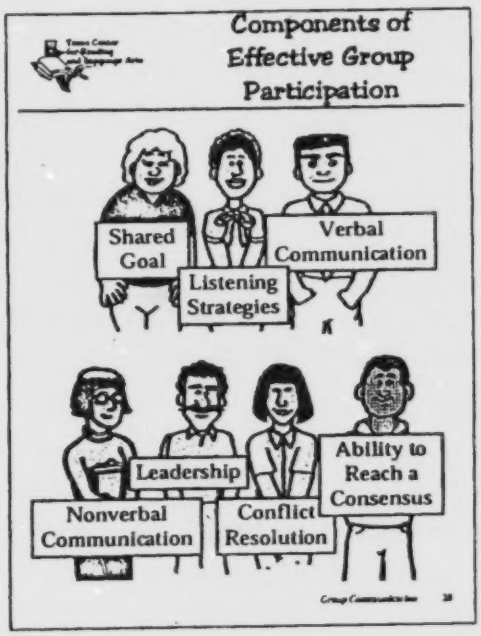

Components of Effective Group Participation
Shared Goal
Listening Strategies
Verbal Communication
Leadership
Nonverbal Communication
Conflict Resolution
Ability to Reach a Consensus

NOTES:

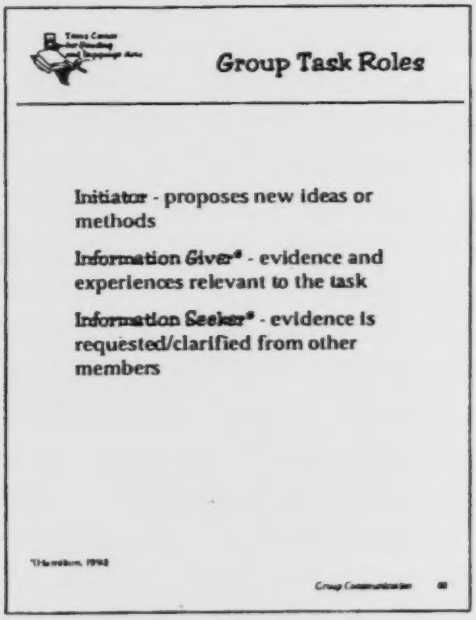
Roles in a Group

Two types of roles in a group:

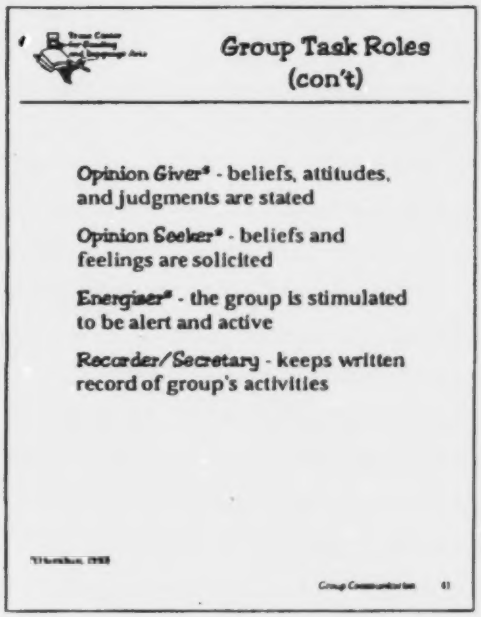
- task
- maintenance

All group members assume roles within the group.

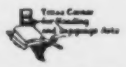
NOTES:


Group Task Roles
Initiator - proposes new ideas or methods
Information Giver* - evidence and experiences relevant to the task
Information Seeker* - evidence is requested/clarified from other members

NOTES:


Group Task Roles
(con't)
Opinion Giver* - beliefs, attitudes, and judgments are stated
Opinion Seeker* - beliefs and feelings are solicited
Energizer* - the group is stimulated to be alert and active
Recorder/Secretary - keeps written record of group's activities

NOTES:



Group Maintenance Roles

Supporter/Encourager - offers praise to participants

Harmoniser - mediates disagreements

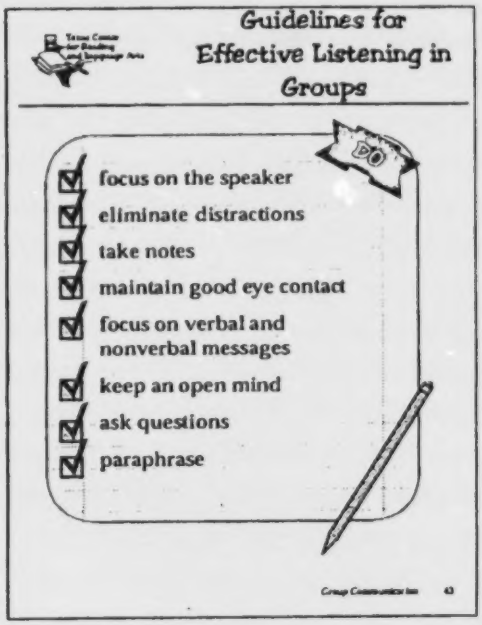
Tension Reliever - uses methods such as humor to relax groups at appropriate times

Gatekeeper/Expeditor - encourages and limits participation as appropriate

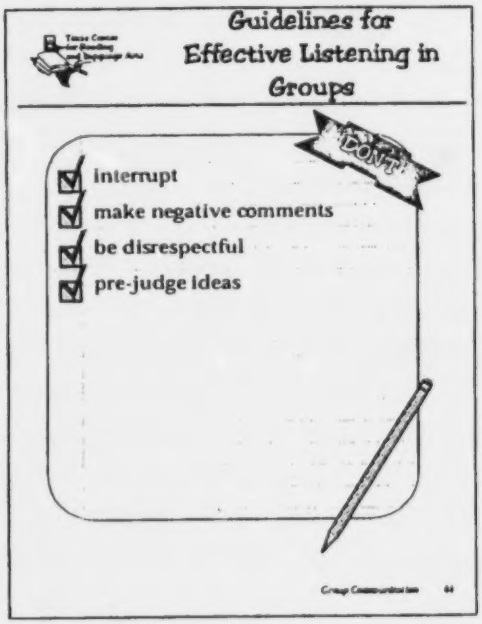
Standard Setter - helps establish goals

Group Communication 63

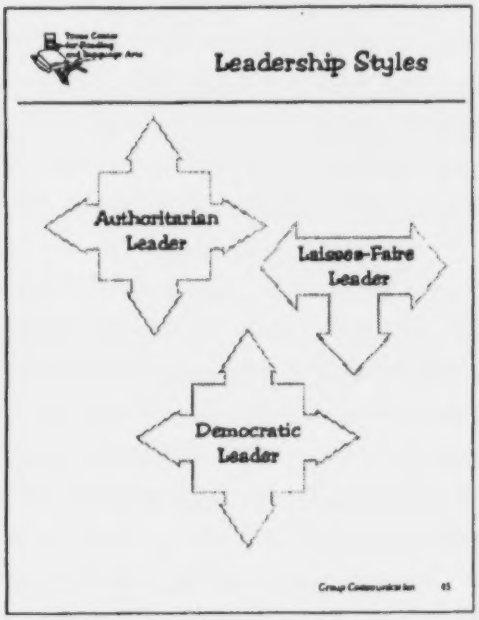
NOTES:


Guidelines for
Effective Listening in
Groups
DO
focus on the speaker
eliminate distractions
take notes
maintain good eye contact
focus on verbal and
nonverbal messages
keep an open mind
ask questions
paraphrase

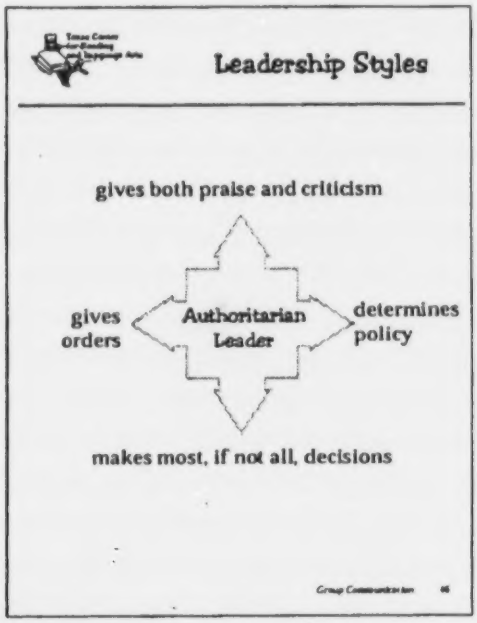
NOTES:


Guidelines for
Effective Listening in
Groups
DON'T
interrupt
make negative comments
be disrespectful
pre-judge ideas

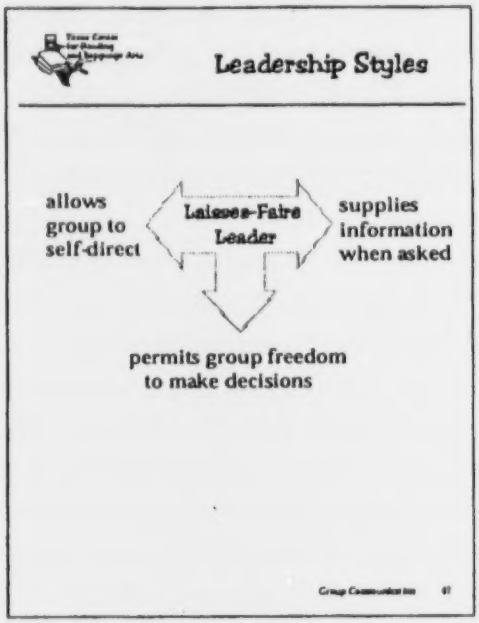
NOTES:


Leadership Styles
Authoritarian Leader
Laissez-Faire Leader
Democratic Leader

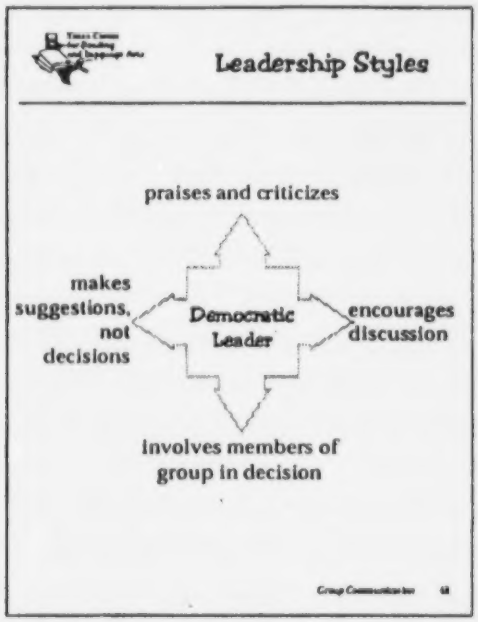
NOTES:


Leadership Styles
gives both praise and criticism
gives orders
Authoritarian Leader
determines policy
makes most, if not all, decisions

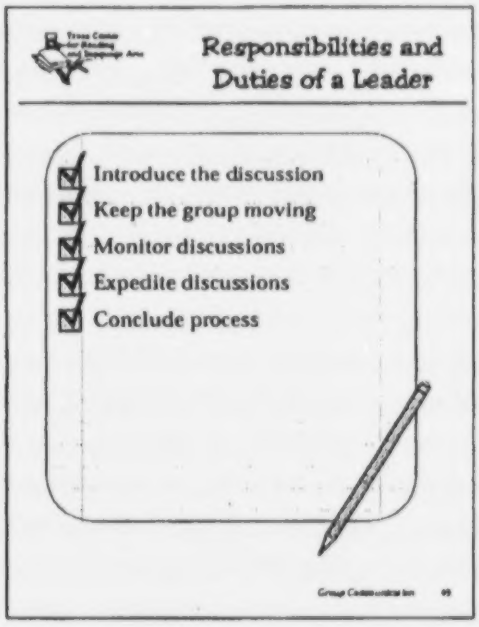
NOTES:


Leadership Styles
allows group to self-direct
Laissez-Faire Leader
supplies information when asked
permits group freedom to make decisions

NOTES:


Leadership Styles
praises and criticizes
makes suggestions, not decisions
Democratic Leader
encourages discussion
involves members of group in decision

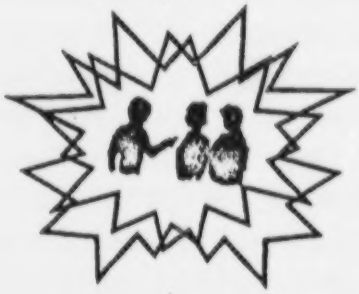
NOTES:


Responsibilities and Duties of a Leader
Introduce the discussion
Keep the group moving
Monitor discussions
Expedite discussions
Conclude process

NOTES:

Group Conflict

Group conflict can occur when the opinions among the group members vary.



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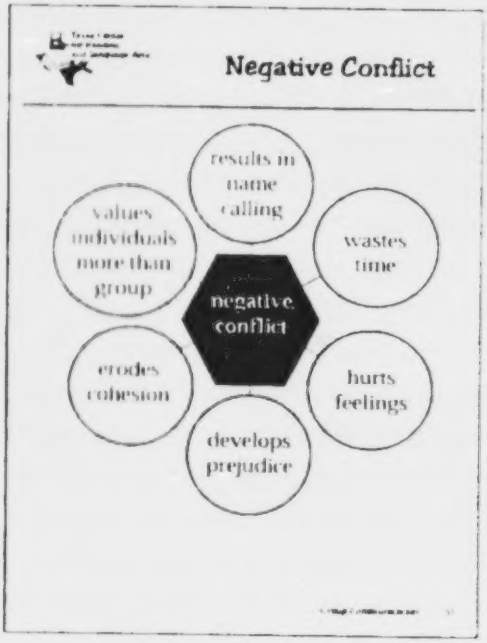
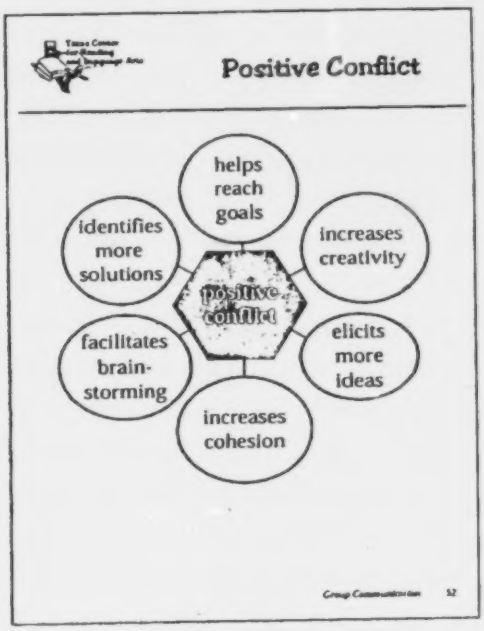
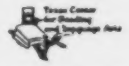

Negative Conflict
results in name calling
wastes time
hurts feelings
develops prejudice
erodes cohesion
values individuals more than group
negative conflict

NOTES:


Positive Conflict
helps reach goals
increases creativity
elicits more ideas
increases cohesion
facilitates brain-storming
identifies more solutions
positive conflict

NOTES:

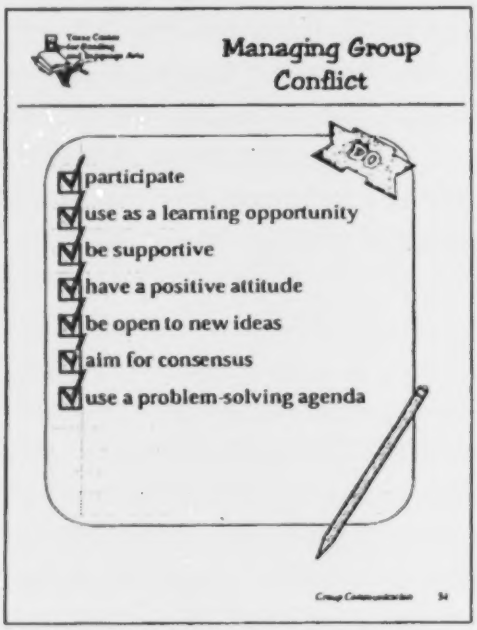


Problem Solving Agenda

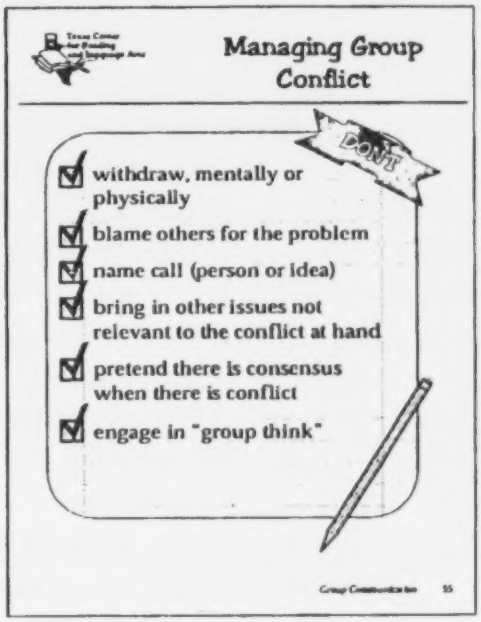
1. Identify the Problem
2. Establish Criteria for Possible Solutions
3. Suggest Possible Solutions
4. Evaluate the Solutions According to Criteria
5. Implement the Chosen Solution

Group Communication 53

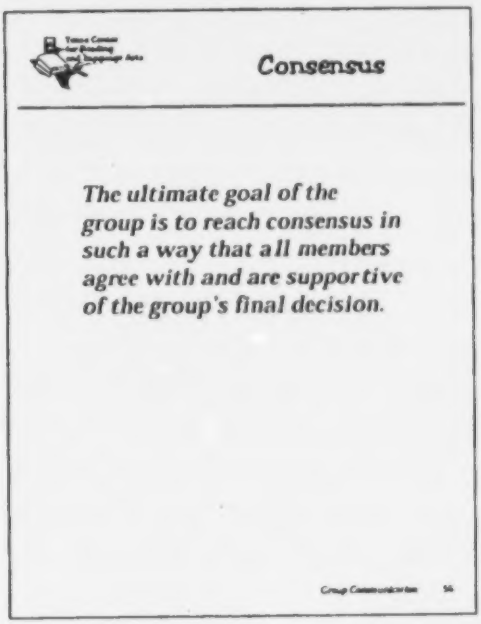
NOTES:


Managing Group Conflict
DO
participate
use as a learning opportunity
be supportive
have a positive attitude
be open to new ideas
aim for consensus
use a problem-solving agenda

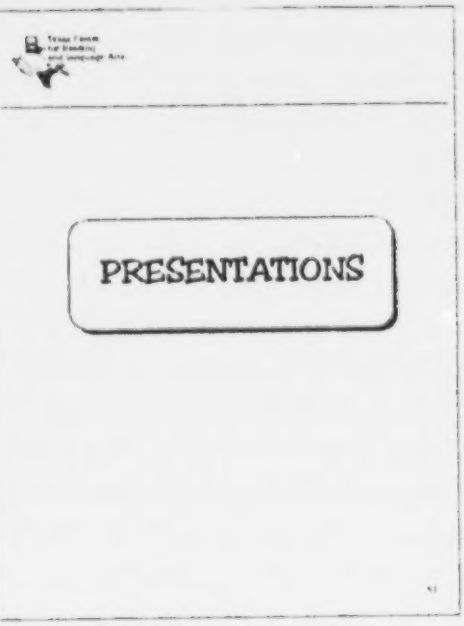
NOTES:


Managing Group Conflict
DON'T
withdraw, mentally or physically
blame others for the problem
name call (person or idea)
bring in other issues not relevant to the conflict at hand
pretend there is consensus when there is conflict
engage in "group think"

NOTES:


Consensus
The ultimate goal of the group is to reach consensus in such a way that all members agree with and are supportive of the group's final decision.

NOTES:



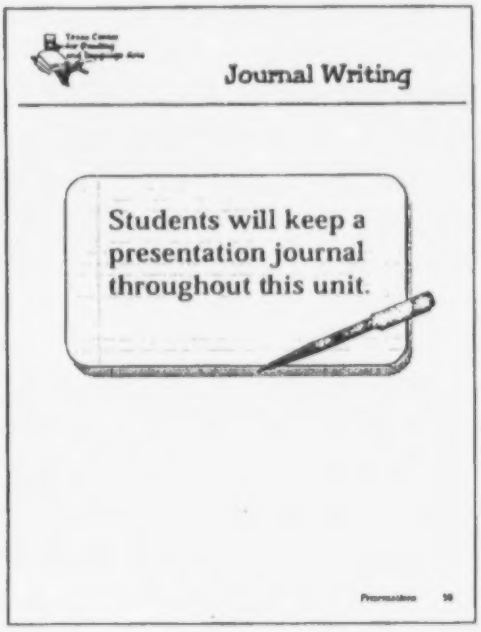
PRESENTATIONS

NOTES:

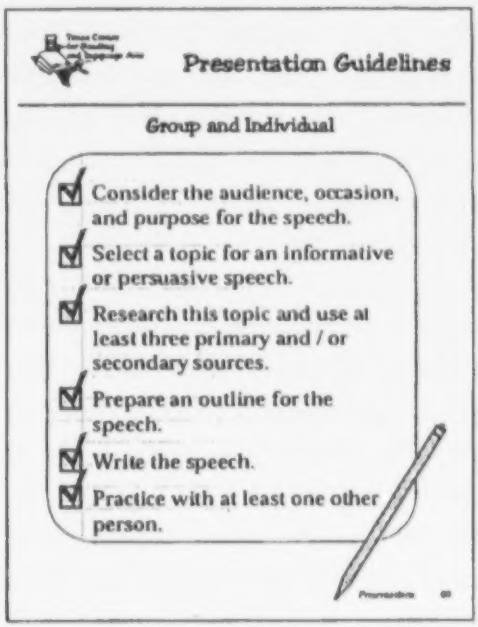
Introduction to PRESENTATIONS

Learning to gather, organize, prepare, and evaluate information to present ideas clearly is an important aspect of the communication process.

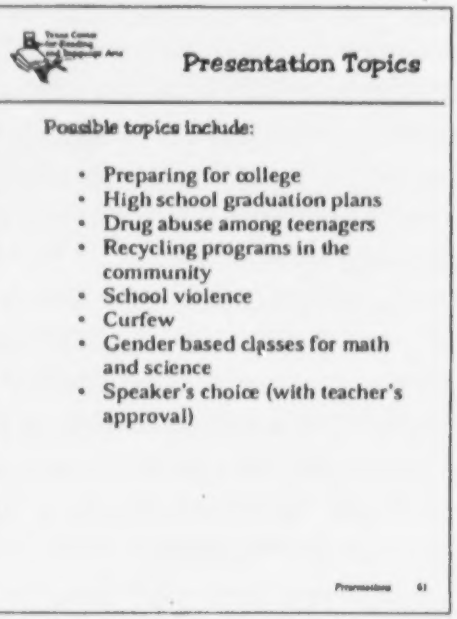
NOTES:


Journal Writing
Students will keep a presentation journal throughout this unit.

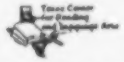
NOTES:


Presentation Guidelines
Group and Individual
Consider the audience, occasion, and purpose for the speech.
Select a topic for an informative or persuasive speech.
Research this topic and use at least three primary and / or secondary sources.
Prepare an outline for the speech.
Write the speech.
Practice with at least one other person.

NOTES:


Presentation Topics
Possible topics include:
• Preparing for college
• High school graduation plans
• Drug abuse among teenagers
• Recycling programs in the community
• School violence
• Curfew
• Gender based classes for math and science
• Speaker's choice (with teacher's approval)

NOTES:



Outline Model

Title

Introduction (Preview)

Body

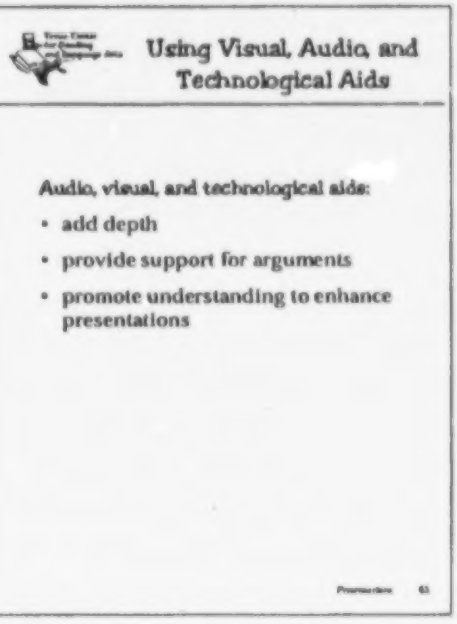
I. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

II. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

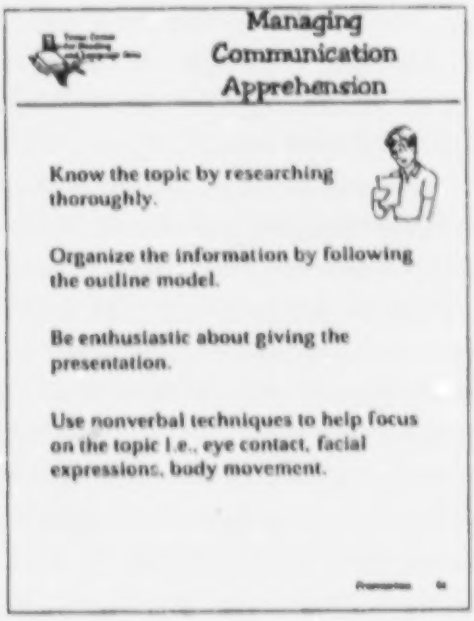
III. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

Conclusion (Review)

NOTES:


Using Visual, Audio, and Technological Aids
Audio, visual, and technological aids:
• add depth
• provide support for arguments
• promote understanding to enhance presentations

NOTES:


Managing
Communication
Apprehension
Know the topic by researching thoroughly.
Organize the information by following the outline model.
Be enthusiastic about giving the presentation.
Use nonverbal techniques to help focus on the topic i.e., eye contact, facial expressions, body movement.

NOTES:

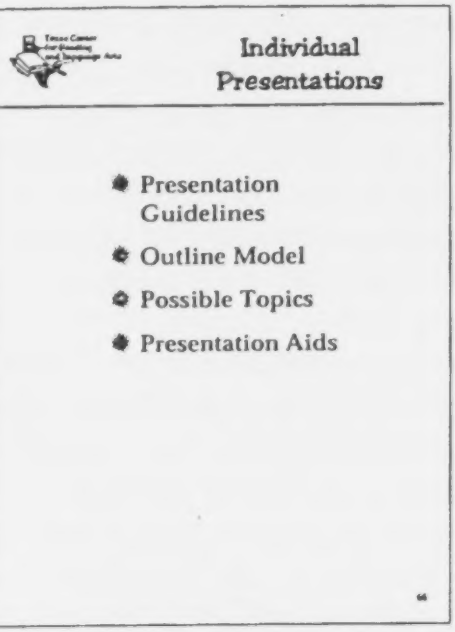
Practice

Practice is very important in building self-confidence and helping the speaker gain command of the information.

There is no substitute for PRACTICE!

Presentations 65

NOTES:


Individual
Presentations
Presentation
Guidelines
Outline Model
Possible Topics
Presentation Aids

NOTES:

Communication Applications

TEKS 1:
COMMUNICATION PROCESS

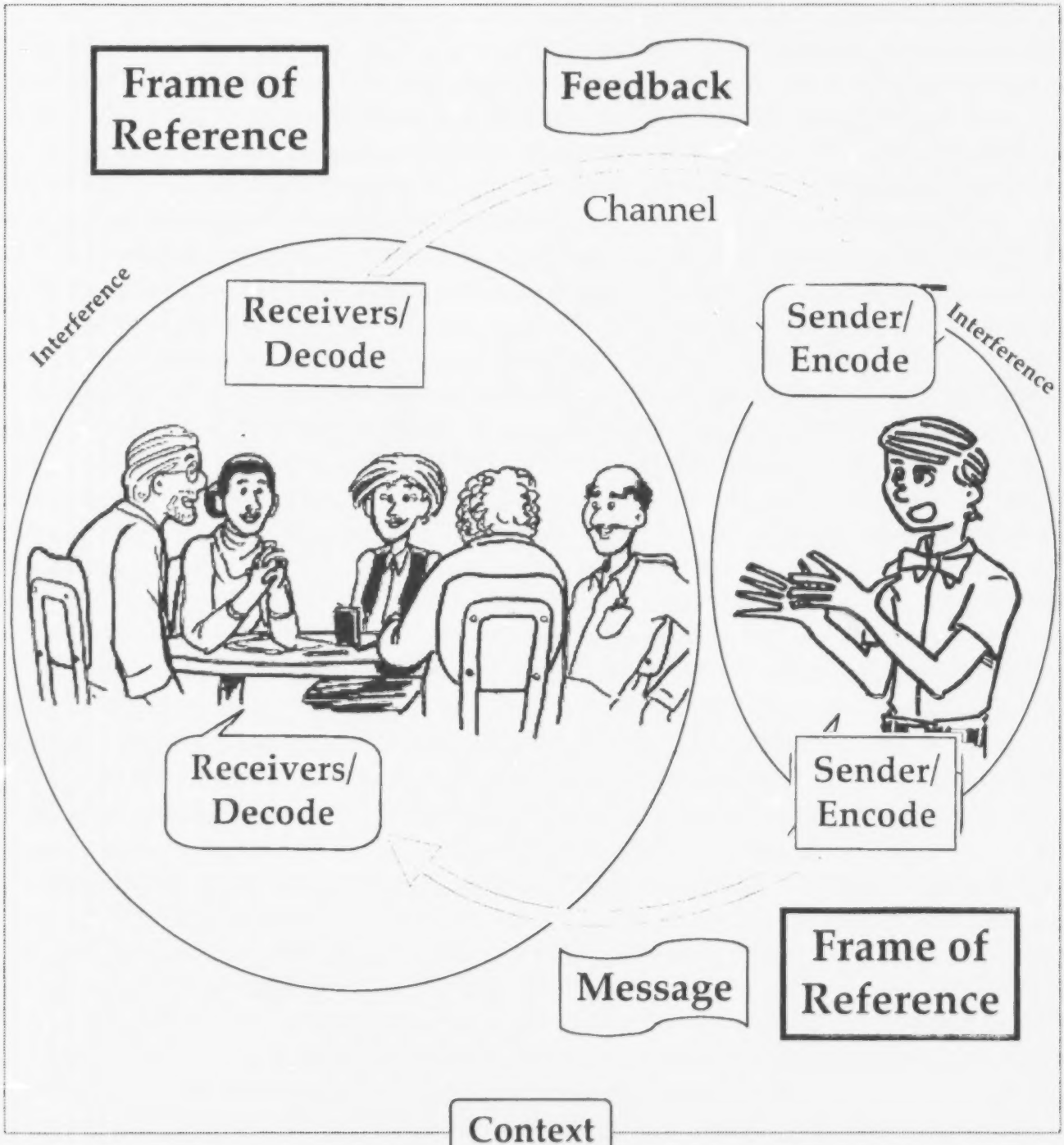
The student demonstrates knowledge of various communication processes in professional and social contexts.

The student is expected to:

A. explain the importance of effective communication skills in professional and social contexts;
B. identify the components of the communication process and their functions;
C. identify standards for making appropriate communication choices for self, listener, occasion, and task;
D. identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;
E. identify types of nonverbal communication and their effects;
F. recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
G. identify the components of the listening process;
H. identify specific kinds of listening such as critical, deliberative, and empathic;
I. recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;
J. identify and analyze ethical and social responsibilities of communicators; and
K. recognize and analyze appropriate channels of communication in organizations.

Communication Process
Use with OH#6

Communication Process Model



Communication Process
Use with OH#8

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Communication Process Restaurant Scenario Activity 1

Objectives:

- Student is expected to explain the importance of effective communication skills in professional and social contexts. (TEKS 1:A)
- Student is expected to identify the components of the communication process and their functions. (TEKS 1:B)
- Student is expected to recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions. (TEKS 1:I)
- Student is expected to identify and analyze ethical, professional, and social responsibilities of communicators. (TEKS 1:J)

- Distribute and discuss the Communication Process Model, located on the previous page. Remind students that the handout contains the same components discussed at the beginning of this unit.
- Distribute and discuss the Communication Process Restaurant Scenario, located on the following page. Show the two picture overhead transparencies that depict the restaurant scenario (located in the Appendix section).
- Discuss possible hindrances to the communication process.
- Students may use the Communication Process Model (HO 2) to create their own communication scenarios.

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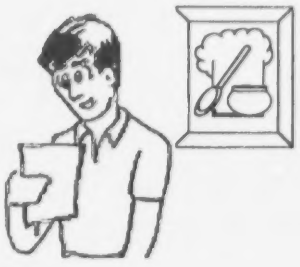
Communication Process
Restaurant Scenario

Context: Social/Professional

①Sender: A woman and a man receive poor service in a restaurant. They send a letter of complaint to the restaurant informing them of their dining experience.

②Receiver: The restaurant owner receives the letter and is upset because his customers received poor service.

Channels of Communication: written and verbal



③Frame of Reference: Having owned a restaurant previously, the woman and the man recognize the value of feedback concerning service. They understand the value of listening carefully to customers and know the importance of restaurant employees working professionally with customers and co-workers.

④Feedback: The restaurant owner discusses the problem with the restaurant's general manager who in turn speaks with the server. The server calls the woman and the man to apologize and extends an offer of a free meal.

Communication Process
Use with OH#10

Three Types of Listening
Activity 2

Objectives:

- Student is expected to identify standards for making appropriate communication choices for self, listener, occasion and task. (TEKS 1:C)
- Student is expected to identify specific kinds of listening such as critical, deliberative, and empathic. (TEKS 1:H)

- Write in which of the three types of listening (critical, deliberative, or empathic) should be used in the following situations:

_____ a) the story of how a person recently lost a pet

_____ b) getting directions to someone's house

_____ c) a building contractor explaining why a deadline will need to be extended

_____ d) a child telling his/her parent that he/she fell at the playground today

_____ e) a 911 operator explaining how to do CPR in an emergency situation

_____ f) a driver explaining to a police officer why a speeding ticket should not be given

_____ g) a driver explaining to the district court judge how the expense of a speeding ticket will impact the family food allowance

_____ h) a manager explaining the company policy to a new employee

_____ i) a politician listening to community concerns at a Town Hall meeting

_____ j) students in a high school Communication Applications classroom listening to a presentation

Listening: One-Way/ Verbal Communication Activity 3

Objective:

- Student is expected to identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately. (TEKS 1:D)

Prepare several illustrations, comprised of geometrical shapes. Choose illustrations from the following page or develop original geometrical illustrations.

Select two volunteers to come to the front of the group. Ask volunteer #1 to stand where the efforts of volunteer #2 cannot be observed.

Explain that volunteer #1 will describe an illustration to volunteer #2. In addition, volunteer #2 will follow the instructions provided by volunteer #1 and draw the illustration. (The illustration may be drawn on a chalkboard or on an overhead projector where the entire class may view the illustration as it is being drawn).

Inform the students that volunteer #1 may not use any non-verbal cues (e.g., gestures) nor view the sketch until all instructions have been provided. Explain that the illustrator may not ask any questions.

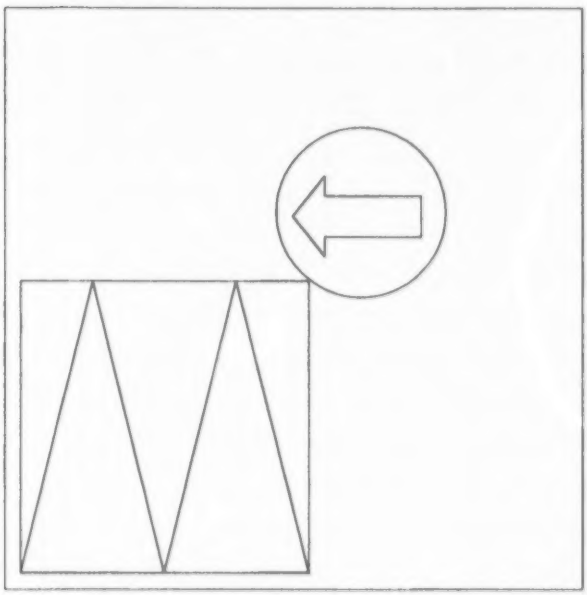
Variations

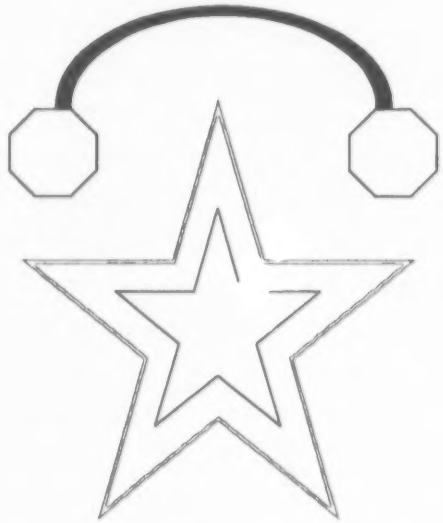
The teacher may choose a variation of this activity to increase class participation. One volunteer may be chosen to provide instructions to the entire class. Explain that the class cannot ask the volunteer questions and that he/she cannot see the drawings until all instructions have been provided.

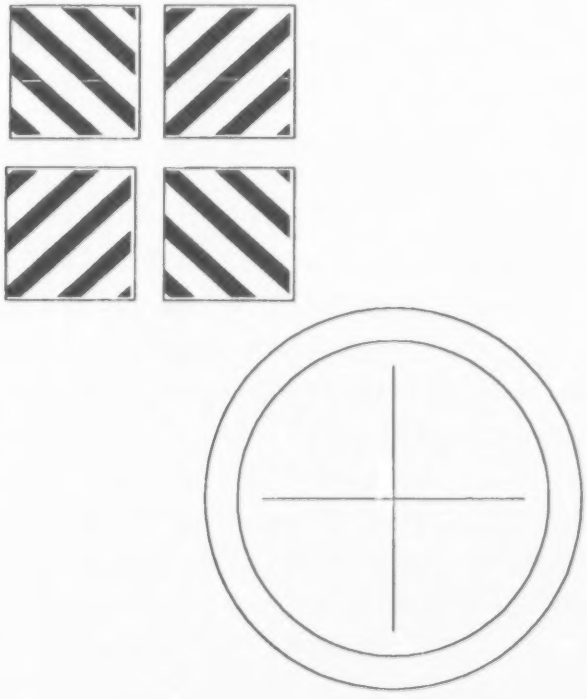
This activity can also be done with partners standing back-to-back.

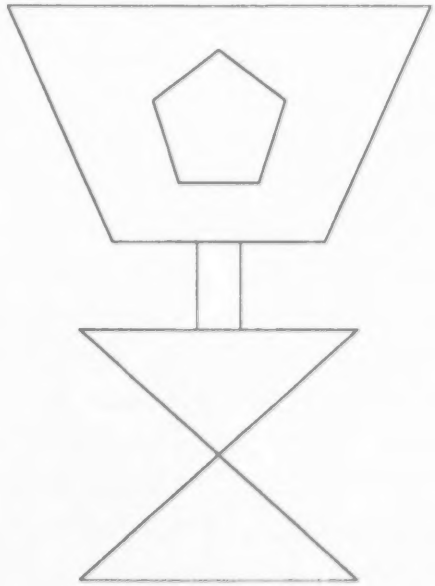
Communication Process
Use with OH#17

Geometrical Illustrations





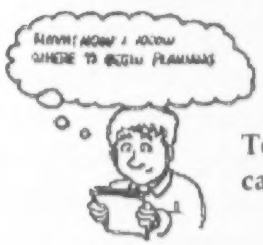




Nonverbal Communication
Activity 4

Objectives:

- Student is expected to identify types of nonverbal communication and their effects. (TEKS 1:E)
- Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1:F)



To prepare for this activity, develop a set of nonverbal cards for each group (found on the following pages).

- Organize class into small groups.
- Discuss how body movement, facial expression, posture, and/or space conveys a positive or negative nonverbal message.
- Distribute a set of nonverbal activity cards to each group and have them exhibit the nonverbal cues stated on the activity cards. Discuss when cues can be positive and negative.

Nonverbal Activity Cards
page 1

Smile as if you are happy.

Glare at someone in the room as if you are upset

Make eye contact with someone and raise your eyebrows as though you are surprised.

Stand very close to someone.

Nonverbal Activity Cards
page 2

Pout and look mad.

Wink at someone.

Nod your head as if you are agreeing with someone.

Shake your index finger at someone.

Place your hands on your hips and look angry.

Nonverbal Communication and Personal Space
Activity 5 part 1

Objective:

- Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1:F)

To prepare for this activity, either make a video comprised of appropriate clips from current news shows or cut out pictures from magazines that depict examples of nonverbal communication and of personal space

- In class, watch several video clips of current news shows or view pictures depicting nonverbal communication and personal space. Discuss issues of nonverbal communication strategies and personal space.
- Outside of class, observe and record examples of students communicating in various environments (cafeteria, library, etc.).
- Over a period of 5 days, keep an observation log of what students see: individuals involved, distance between parties, time, verbal and nonverbal cues, and other observations.

Communication Process
Use with OH#20

Nonverbal Communication and Personal Space
Activity 5 part 2

Objective:

- Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1:F)

- In groups of three to four students, review observation logs and discuss the following questions:

  How did nonverbal communication affect the communication process?

  How did proximity affect the communication process?

  Find at least two different examples for each question.

- Each group shares examples of how proximity affects the process of interpersonal communication.

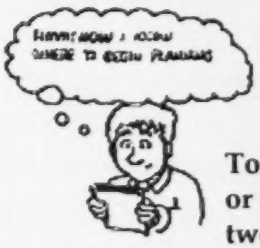
  Identify a nonverbal variable that could have altered the communication outcome?

Communication Process
Use with OH#20

Communication Process
Activity 6

Objectives:

- Student is expected to identify the components of the communication process and their functions. (TEKS 1:B)
- Student is expected to identify types of nonverbal communication and their effects. (TEKS 1:E)
- Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1:F)
- Student is expected to identify the components of the listening process. (TEKS 1:G)



To prepare for this activity, choose pictures from magazines/newspapers or use overheads provided in the guide that show interaction between two or more people.

- In small groups, share pictures with students.
- Have individual students identify the parts of the communication process depicted in the pictures.
- Place students into partner groupings and have them share their identifications with their partners.
- Discuss the ways students labeled the communication components.

Communication Process
Use with OH#22

Communication Applications

TEKS 2:
INTERPERSONAL

The student uses appropriate interpersonal-communication strategies in professional and social contexts.

The student is expected to:

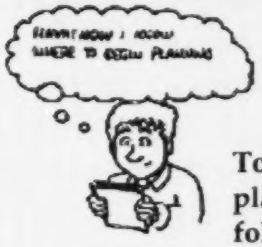
A. identify types of professional and social relationships, their importance and the purposes they serve;
B. employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
C. use communication-management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
D. use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
E. make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions and questions of others;
F. participate appropriately in conversations;
G. communicate effectively in interviews;
H. identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and
I. analyze and evaluate the effectiveness of own and others' communication.

Interpersonal
Use with OH#23

Enhancing Personal Relationships Activity 7

Objectives:

- Student is expected to identify types of professional and social relationships, their importance, and the purposes they serve. (TEKS 2:A)
- Student is expected to employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships. (TEKS 2:B)
- Student is expected to participate appropriately in conversations. (TEKS 2:F)
- Student is expected to analyze and evaluate the effectiveness of own and others' communication. (TEKS 2:I)



To prepare for this class, the teacher may develop original role play cards or use the Role Play Activity 7 cards located on the following pages.

- Choose students to perform role plays as stated on role play cards.

- Discuss and list:
  - difficulties encountered in each communication scenario.
  - appropriate options to make these scenarios successful interpersonal communication encounters.
  - the benefits of verbal and nonverbal feedback from all parties involved in the communication encounters.

- Students will evaluate the clarity and effectiveness of their own communication skills.

Role Plays
Activity 7

INSTRUCTIONS: These role play cards are based on business and social scenarios. Students have an opportunity to participate in activities that occur every day in the business world or in their personal lives.

YOUR BEST FRIEND HAS BORROWED YOUR FAVORITE CD. YOU HAVE ASKED FOR IT TO BE RETURNED SEVERAL TIMES, AND HE/SHE HAS NOT RETURNED IT.

A TEENAGER IS DISCUSSING PLANS WITH A FRIEND WHO WOULD RATHER BE WATCHING TELEVISION

A SERVER AT A DRIVE-THROUGH IS PAYING LITTLE, IF ANY, ATTENTION TO THE CUSTOMER

YOU ARE THE MANAGER OF A RETAIL CLOTHING STORE, AND YOU ARE RESPONSIBLE FOR HIRING A PART-TIME SUMMER EMPLOYEE.

YOU ARE SEEKING EMPLOYMENT IN A RETAIL CLOTHING STORE. YOU HAVE MINIMAL EXPERIENCE.

YOU ARE THE MANAGER OF A GROCERY STORE. A CLOSE FRIEND IS ASKING YOU FOR A JOB.

YOU ARE APPLYING FOR A JOB, BUT YOU WERE FIRED FROM YOUR PREVIOUS JOB.

YOU ARE INTERVIEWING A PROSPECTIVE EMPLOYEE. HE/SHE IS VERY NERVOUS. YOU NEED TO PUT HIM /HER AT EASE.

YOU ARE A CUSTOMER SERVICE REPRESENTATIVE FOR A MAJOR COMPANY. YOU HAVE TO DEAL WITH AN IRATE CUSTOMER'S PHONE CALL.

Telephone Conversation

Professional Setting

Mr. Rodriguez: Hello. My name is Alex Rodriguez with the Blue Bonnet Company. May I please speak with Charles Duval?

Mr. Duval: This is he.

Mr. Rodriguez: Good afternoon Mr. Duval. The purpose of this telephone call is to schedule an interview for Monday at 9:00 a.m.

Mr. Duval: I'm sorry Mr. Rodriguez, but I have another appointment at that time. However, I can come in at 11:00 a.m. if that time is available.

Mr. Rodriguez: Yes, 11:00 a.m. will work. Why don't we meet at my office in room 206. I look forward to meeting you.

Mr. Duval: Thank you Mr. Rodriguez. I look forward to meeting you too.

Interpersonal
Use with OH#27

Professional Etiquette and Protocol
Activity 8

Objectives:

- Student is expected to use communication-management skills to build confidence and to develop appropriate assertiveness, tact, and courtesy. (TEKS 2:C)
- Student is expected to use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. (TEKS 2:D)
- Student is expected to participate appropriately in conversations. (TEKS 2:F)
- Student is expected to communicate effectively in interviews. (TEKS 2:G)
- Student is expected to analyze and evaluate the effectiveness of own and others' communication. (TEKS 2:I)

- In small groups, discuss the following situations and decide what professional etiquette and protocol elements are necessary:

  1. A company advertises that it wants enthusiastic, fun-loving employees. The advertisement specifies to call and leave a message for the manager. As a job applicant, demonstrate how to leave a message on the manager's voice mail.

  2. At the interview it becomes apparent that the interview is for a different job. Communicate this problem to the company manager. What are some ways to avoid this type of problem?

- Share group answers to the scenarios and discuss other possible solutions.
- Students will evaluate the clarity and effectiveness of their peer's communication skills.

Interpersonal
Use with OH#27

PBJ
Activity 9

Objectives:

- Student is expected to employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships. (TEKS 2:B)
- Student is expected to make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others. (TEKS 2:E)

To prepare for this activity, have on hand the ingredients for making peanut butter and jelly sandwiches

- In small groups (4-5 students), students will list specific directions to make a peanut butter and jelly sandwich.
- Once all groups have completed their lists, the teacher will collect lists, and choose a representative from each group to read the directions.
- The teacher will make a sandwich for each group. [It is important that the instructor follow directions exactly. For example, if students say put jelly on the bread without detailing the sequence of taking lid off of jar and using a knife to spread the jelly, the instructor should place the jar of jelly on the bread. Remember, follow exact directions.]
- After the teacher has made all the sandwiches, discuss the importance of giving CLEAR directions in relation to the task.
- Have class generate clear directions to accomplish the task.

Interpersonal
Use with OH#28

Informational Scavenger Hunt
Variation: Activity 9

Objectives:

- Student is expected to employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships. (TEKS 2:B)
- Student is expected to make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others. (TEKS 2:E)

An alternative to Activity 9 would be to send students on an "informational" scavenger hunt.

- Divide students into pairs.
- Students can find information such as the cost of airfare from their home town to another city; when the students return to class, they must explain the following:

    1. route for trip- shortest or most scenic
    2. cost from various vendors
    3. questions asked to seek the lowest fare

Directions in Professional Settings
Activity 10

Objectives:

- Student is expected to make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others. (TEKS 2:E)
- Student is expected to participate appropriately in conversations. (TEKS 2:F)

To prepare for this activity, choose an overhead transparency from those provided in the guide or cut a picture from a magazine or newspaper that shows interaction between two people.

- Organize students into pairs.
- Display picture and direct students to write a dialogue in which one of the people in the picture gives directions to the other. Remind students to use CLEAR directions.
- Once students have completed their dialogues, have students share dialogues with the class.
- After each partner group shares, discuss the dialogue in relation to CLEAR directions. Emphasize the importance of providing accurate directions and the process of asking questions to clarify misunderstanding.

Interpersonal
Use with OH#28

Successful Interviews
Activity 11

Objectives:

- Student is expected to participate appropriately in conversations. (TEKS 2:F)
- Student is expected to communicate effectively in interviews. (TEKS 2:G)

- Brainstorm possible interview questions such as the following:
  - Tell me about yourself.
  - What are your short-term goals?
  - What are your long-term goals?
  - What are your strengths and weaknesses?
  - Why do you want this job?

- In groups, students will develop interview vignettes, complete with interview questions and possible responses.

- Groups will perform interview vignettes.

- Discuss interview interaction and extend responses or clarify questions if necessary.

- Discuss how questions may differ if a job candidate is asked to return for a second interview. Some examples are:
  - How would you deal with an irate customer?
  - Describe your ideal work environment.
  - How would your skills benefit the company?
  - Do you work better without supervision or in group situations?

Interpersonal
Use with OH#29

Respecting Differences in Communication Activity 12 part 1

Objective:

- Student is expected to identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age. (TEKS 2:H)

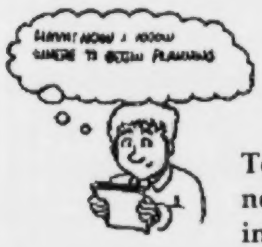
- Have each student write responses and supporting statements to the following sentences:
    - No one is exactly like me.
    - I have many things in common with the members of my family and community.
    - Every person in the world needs some of the same things I need.
    - How do I communicate differently because of my age, gender, ethnicity, and/or race?
- Organize students into small groups and have them share their responses with group members.

Interpersonal
Use with OH#30

Respecting Differences in Communication
Activity 12 part 2

Objective:

- Student is expected to identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age. (TEKS 2:H)



To prepare for this activity, choose pictures from magazines or newspapers or use overheads provided in the guide that show interaction between two or more people.

- Organize students into small groups.
- Provide groups with pictures. Direct groups to list all possible reasons for miscommunication within the pictures (e.g., preconceived notions, misunderstandings). Groups will brainstorm possible solutions/strategies for dealing with the possible moments of miscommunication in the pictures.
- Have groups share pictures and solutions/strategies with the class.
- Have students discuss their own experiences in which miscommunication occurred.

Communication Applications

TEKS 3:
GROUP COMMUNICATION

The student communicates effectively in groups in professional and social contexts.

The student is expected to:

A. identify kinds of groups, their importance, and the purposes they serve;
B. analyze group dynamics and processes for participating effectively in groups, committees, or teams;
C. identify and analyze the roles of group members and their influence on group dynamics;
D. demonstrate skills for assuming productive roles in groups;
E. use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;
F. identify and analyze leadership styles;
G. use effective communication strategies in leadership roles;
H. use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
I. analyze the participation and contributions of group members and evaluate group effectiveness.

Group Classification
Activity 13

Objective:

- Student is expected to identify kinds of groups, their importance, and the purposes they serve. (TEKS 3:A)

Make six role-playing cards listing the types of groups: (1) social, (2) primary (3) casual/social, (4) task (5) decision-makers, and (6) problem solving. Role play activity cards may be found on the following page. Review the definitions of these groups to make the activity more successful.

- Divide the class into six groups. Assign each group a number.
- Have one student from each group draw one card.
- Give students five minutes to create a skit illustrating the group type on their role card.
- Have each group perform their skit for one minute.
- After each skit, the students should list the group type on a sheet of paper.
- After all groups have completed the skits, the teacher should compare and analyze students' answers.

Group Role Play Cards
Activity 13

PRIMARY

CASUAL/SOCIAL

TASK

DECISION-MAKER

PROBLEM SOLVERS

Understanding Group Process
Activity 14

Objectives:

- Student is expected to analyze group dynamics and processes for participating effectively in groups, committees, or teams. (TEKS 3:B)
- Student is expected to identify and analyze the roles of group members and their influence on group dynamics. (TEKS 3:C)
- Student is expected to demonstrate skills for assuming productive roles in groups. (TEKS 3:D)

Organize students into small groups (3-7 participants).

Instruct students to develop a proposal for a class field trip. (Give students 15 minutes to complete planning.)

When proposal is complete, students will answer the following questions:

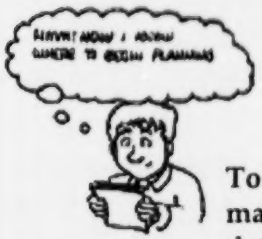
- Which roles did group members play?
- Which group members played more than one role?
- Which roles complemented one another?
- Who emerged as the leader and why?
- Did everyone contribute to the activity?
- Did any conflict occur?
- How was the conflict resolved?
- What were the benefits of this group experience?
- What were the problems with this group experience?

Discuss students' responses and group process experiences.

Listening Activity 15

Objective:

- Student is expected to use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness. (TEKS 3:E)



To prepare for this activity, clip an excerpt from a newspaper or magazine article. The article should contain several facts and dates.

- Select 4 participants to participate in a game of "mini gossip."
- Ask participant #1 to stay in the room while the other 3 participants (#2-#4) go outside the classroom.
- The instructor should read a 3-5 minute excerpt from a newspaper or magazine article to participant #1.
- Bring participant #2 back into the room and have participant #1 repeat as much of the information as possible to participant #2.
- Bring participant #3 back into the room and have participant #2 repeat as much of the information as possible to participant #3.
- Bring participant #4 back into the room and have participant #3 repeat as much of the information as possible to participant #4.

Discuss the accuracy of the information as it was transmitted from each participant to the rest. Have students discuss the importance of appropriate listening strategies.

Group Communication
Use with OH#44

Leadership
Activity 16

Objectives:

- Student is expected to identify and analyze leadership styles. (TEKS 3:F)
- Student is expected to use effective communication strategies in leadership roles. (TEKS 3:G)

To prepare for this activity, make six sets of leadership role cards--authoritarian, democratic, and laissez-faire (located on the following page). Have a timer or watch with a second hand, and determine three topics for discussion (e.g., Should student lockers be searched without student consent? Should students be required to wear uniforms in high school? Should school districts hire police officers to provide security at high schools?)

- Divide the class into six small groups. Introduce discussion topic #1. Have each group choose a representative. Provide each of the representatives with a leadership role card. Ask the representatives not to reveal the contents of the card until after the four minute discussion has taken place.

- Have each group discuss topic #1 for four minutes. An automatic timer or watch may be used to set the four-minute limit. Throughout the discussion, the representative will exhibit characteristics of the leadership role indicated on the role card.

- At the end of the four-minute discussion, have each group discuss the following question:

  What verbal and non-verbal cues did the representative exhibit?

- Repeat this activity using Topic #2 and Topic #3. The original representative may choose to role play for topics 2 and 3 or the group may choose a different representative.

- After the three leadership roles have been exhibited within each group, have the class discuss the following questions:

  What leadership role did the representative play?
  Which leadership style was preferred and what were the reasons for their preference?

Group Communication
Use with OH#49

Leadership Styles
Activity 16

Authoritarian Leader

- makes most, if not all, decisions
- gives orders
- determines policy
- gives both praise and criticism

Laissez-Faire Leader

- allows group to self-direct
- supplies information when asked
- permits group freedom to make decisions

Democratic Leader

- involves members of group in decision
- makes suggestions, not decisions
- encourages discussion
- praises and criticizes

Problem-Solving Agenda Handout

Identify the Problem (define problem, set scope);

Establish Criteria for Possible Solutions (analyze needs, review history of problem, set limitations);

Suggest Possible Solutions (brainstorm solutions, list best solutions);

Evaluate the Solutions According to Criteria (select the best solution);

Implement the Solution.

Group Problem Solving
Activity 17

Objectives:

- Student is expected to demonstrate skills for assuming productive roles in groups. (TEKS 3:D)
- Student is expected to use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness. (TEKS 3:E)
- Student is expected to use effective communication strategies for solving problems, managing conflicts, and building consensus in groups. (TEKS 3:H)
- Student is expected to analyze the participation and contributions of group members and evaluate group effectiveness. (TEKS 3:I)

In groups of three to seven, students will use the Problem-Solving agenda located in the Handouts section to plan a service learning project (e.g., organizing a neighborhood clean-up, visiting a nursing home, painting a mural, etc.)

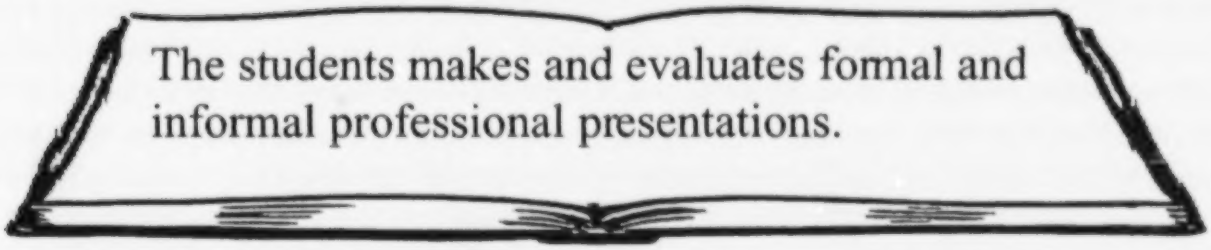
When planning is complete, instruct students to answer the following questions:

- What were the benefits of this group experience?
- What were the problems with this group experience?
- Did everyone contribute to the discussion? Please explain.
- Were group members supportive or critical of one another? Please explain.
- How did the group reach consensus?

As an extension, students may choose to initiate their service learning project and reflect on their experience in their journal.

Communication Applications

TEKS 4:
PRESENTATIONS



The student is expected to:

A. analyze the audience, occasion, and purpose when designing presentations;

B. determine specific topics and purposes for presentations;

C. research topics using primary and secondary sources, including electronic technology;

D. use effective strategies to organize and outline presentations;

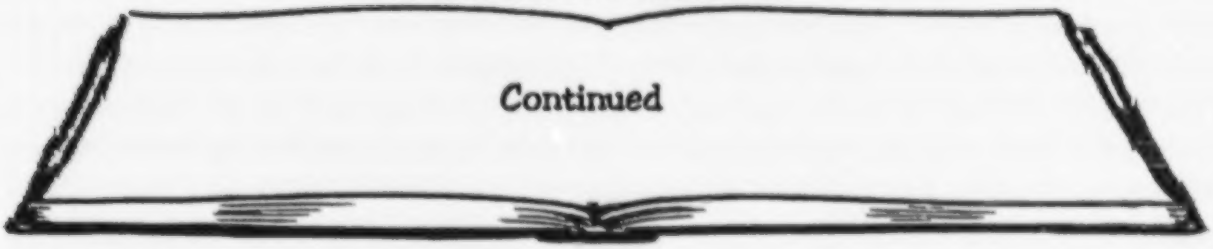
E. use information effectively to support and clarify points in presentations;

F. prepare scripts or notes for presentations;

G. prepare and use visual or auditory aids, including technology, to enhance presentations;

Communication Applications

TEKS 4:
PRESENTATIONS



The student is expected to:

H. use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;

I. use effective verbal and nonverbal strategies in presentations;

J. prepare, organize, and participate in an informative or persuasive group discussion for an audience;

K. make individual presentations to inform, persuade, or motivate an audience;

L. participate in question and answer sessions following presentations;

M. apply critical-listening strategies to evaluate presentations; and

N. evaluate effectiveness of his/her own presentation.

Presentation Overview

Objectives:

- Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4:J)
- Student is expected to make individual presentations to inform, persuade, or motivate an audience. (TEKS 4:K)

Students or groups will prepare a speech either to inform, persuade, or motivate. This presentation will take place at the end of this Presentation unit.

The presentation will:

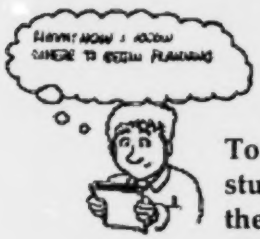
- be five to seven minutes in length
- incorporate at least three primary and/or secondary sources
- include an outline (that can be used during the presentation)
- be supported with some type of audio, visual, or technological aid

Presentations
Use with OH#59

Presentation Research
Activity 18

Objectives:

- Student is expected to research topics using primary and secondary sources, including electronic technology. (TEKS 4:C)
- Student is expected to use information effectively to support and clarify points in presentations. (TEKS 4:E)



To prepare for this activity, schedule library time to provide students with a presentation on library research/resources. Explain the importance of selecting resources that are appropriate and current (within ten years).

- Organize students into small groups to discuss possible topics for a group presentation.
- Have each group determine individual responsibilities for the preparation and presentation of the topic.
- Inform students about library and multimedia resources.
- Students will work in their groups to locate possible sources to support their five to seven minute presentations.

Journal: Were resources easy to locate? What other resources are necessary to complete presentation assignment?

Presentations
Use with OH#62

Organizing Strategies
Activity 19

Objectives:

- Student is expected to use effective strategies to organize and outline presentations. (TEKS 4:D)
- Student is expected to use information effectively to support and clarify points in presentations. (TEKS 4:E)
- Student is expected to prepare scripts and notes for presentations. (TEKS 4:F)
- Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4:J)

- Using the outline model, guide the groups through the process of developing an introduction and an outline for their presentation.
- Using a teacher or group "think-aloud" is an effective way to facilitate student ideas for presentations.

Journal: How was the Outline Model useful in planning the presentation?

Presentations
Use with OH#62

Outline Model

Title

Introduction The introduction should captivate the listeners' attention--a story, statistics, quotation, a poem, a novel idea, or a question. The introduction leads directly into the presentation topic, incorporating a thesis statement.

Body The body of the presentation consists of the major points that the speaker wants audience members to understand.

Using complete sentences, outline your presentation using the following format (use 3 subtopics to support the main topic):

I. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

II. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

III. Subtopic.
- *A. Supporting Statement*
- *B. Supporting Statement*

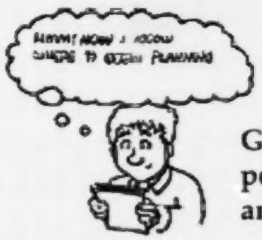
Conclusion The conclusion should summarize main points, restate the speaker's position, or perhaps use a story, quotation, question, or novel idea. The conclusion should leave the audience/listener with something to think about.

In three to five sentences, write a conclusion to the presentation:

Using Visual, Audio, and Technological Aids Activity 20

Objectives:

- Student is expected to use information effectively to support and clarify points in presentations. (TEKS 4:E)
- Student is expected to prepare and use visual or auditory aids, including technology, to enhance presentations. (TEKS 4:G)
- Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4:J)



Gather materials (information and technical components e.g., poster boards; markers) to facilitate the making of visual, audio, and technological Aids.

- Groups will brainstorm ideas on preparing a visual or auditory aid (incorporating technology) to enhance the final presentation.
- Groups will prepare a visual or auditory aid.

Journal: How does this visual or auditory aid enhance the presentation?

Presentations
Use with OH#63

Communication Apprehension
Activity 21

Objective:

- Student is expected to use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information. (TEKS 4:H)

Write a journal entry detailing a time when you experienced communication apprehension.

Discuss journal entries on communication apprehension. Elaborate on how strategies for managing communication apprehension can help students gain confidence in speaking situations and possibly alleviate apprehension.

Presentation Practice
Activity 22

Objectives:

- Student is expected to prepare and use visual or auditory aids, including technology, to enhance presentations. (TEKS 4:G)
- Student is expected to use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information. (TEKS 4:H)
- Student is expected to use effective verbal and nonverbal strategies in presentations. (TEKS 4:I)
- Students will be able to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4:J)
- Student is expected to apply critical-listening strategies to evaluate presentations. (TEKS 4:M)
- Student is expected to evaluate effectiveness of his/her own presentation. (TEKS 4:N)

- Students will practice their group presentations, complete with visual, audio, and technological aids.
- Have the groups use the Presentation Evaluation Form during their practice session. The Presentation Evaluation Form is located on the following page.

Journal: After practicing, reflect on the experience and any possible changes to the presentation.

Presentations
Use with OH#65

Presentation Evaluation Form

Handout 33

Name of Speaker_____

Name of Reviewer_____

Introduction The introduction should captivate the listeners attention--a story, statistics, quotation, a poem, a novel idea, or a question. The introduction leads directly into the presentation topic.

How did the speaker begin?

What techniques did the speaker use to begin the presentation (story, statistics, quotation, poem)?

Was the topic clearly stated within the introduction?

Provide suggestions to make introduction more effective.

Body The body of the presentation consists of the major points that the speaker wants audience members to understand.

How did the major points support the topic?

How were the major points organized?

Conclusion The conclusion should summarize main points, restate the speaker's position, or perhaps use a story, quotation, question, or novel idea. The conclusion should leave the audience/listener with something to think about.

How did the speaker review major points in the conclusion?

Did the speaker motivate you to think further about the topic?

Provide suggestions to make the conclusion more effective.

Feedback on Speaker Delivery

Describe the speaker's ability to connect with the audience (nonverbal communication).

Was the speech clearly articulated (verbal communication)?

Provide suggestions to make delivery of the presentation more effective.

Presentations
Use with OH#65

Final Oral Presentation
Activity 23

Objectives:

- Student is expected to use effective verbal and nonverbal strategies in presentations. (TEKS 4:I)
- Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4:J)
- Student is expected to participate in question and answer sessions following presentations. (TEKS 4:L)
- Student is expected to apply critical-listening strategies to evaluate presentations. (TEKS 4:M)
- Student is expected to evaluate effectiveness of his/her own presentation. (TEKS 4:N)

- Have each group present its final informative or persuasive presentation.
- During the final presentations, have the audience use the Presentation Evaluation Form to critique and provide feedback.
- After each final group presentation, provide the class with an opportunity to participate in a question/answer session with the presenters.

Students will respond to the following questions in their presentation journals:

1. **Regarding preparation, I feel ....**
2. **I practiced this speech...times and I feel ....**
3. **In comparison to other presentations that I have made, this one....**
4. **If I could do this speech again, I would change (or try to)...because....**
5. **With respect to my delivery I am most pleased with....**
6. **With respect to my delivery I need to work on ....**

Presentations
Use with OH#65

Communication Effectiveness
Activity 24

Objectives:

- Student is expected to apply critical-listening strategies to evaluate presentations. (TEKS 4:M)
- Student is expected to evaluate effectiveness of his/her own presentation. (TEKS 4:N)

- After all groups have presented their topics, have each student respond to the following questions:
    - How well did I participate in the activity?
    - Were my contributions helpful to the discussion?
    - How can I be a more effective communicator?
    - Did I respond appropriately to others' contributions?
    - How did other group members respond to my contributions?
    - How well did other group members communicate their ideas in the discussion?
- Discuss students' responses and collect their reflections.

5. Appendices

Annotated Bibliography

1. **Communication process.** The student demonstrates knowledge of various communication processes in professional and social contexts.

Adler, R. (1992). Communicating at work. New York: Random House.

This text provides an introduction to the principles and skills of effective face-to-face communications in business and professional settings. It is written to provide a useful survey of on-the-job communication skills.

Axtell, R. E. (1991). Gestures. New York: John Wiley & Sons, Inc.

This book covers body language from head to toe—from greetings, beckonings, and farewells, to terms of endearment, and insults. The first section of this book is an illustrated catalogue of gestures. The second section is a country by country listing of the gestures and body language used in each country and an explanation of when said gestures are (or aren't) appropriate.

Bailey, E. P. (1996). Plain English at work. New York: Oxford University Press.

The goal of this book is to help people communicate clearly and easily to busy people at work. Plain English is the key. This book provides help in two very important types of communication for people in business: writing and speaking.

Bell, A. (1996). Tools for technical and professional communication. Lincolnwood, IL: NTC Publishing Group.

This book focuses on the technical communication skills needed daily on the job. These skills include the ability to communicate effectively in a wide range of written documents and in oral presentations: generating and organizing ideas; writing effective communications; contributing to writing and presentation teams; and employing listening and interview strategies.

Borisoff, D., & Purdy, M. (Eds.) (1991). Listening in everyday life. New York: University Press of America.

The authors in this book carefully analyze basic principles of listening which can assure increased success for practicing professionals. Effective listening is conceived as an active and dynamic process. Step by step procedures and performances are delineated.

Bostrom, R. N. (1990). Listening behavior. New York: The Guilford Press.

This book is dedicated to the idea that nothing is more important than understanding the way we perceive, process, remember, and understand oral messages. It examines specific functions of listening and explores them in considerable detail.

Bovée, C., & Thill, J. V. (1995). Business communication today. New York: McGraw-Hill.

This textbook gives extensive coverage to ethics, law, cultural diversity, technology, audience-centered messages, and the writing process. In addition the text stresses the importance of excellent communication skills within the business sector.

Burgoon, J. K., Buller, D. B., & Woodall, W. G. (1996). Nonverbal communication. New York: McGraw-Hill.

This textbook offers a comprehensive look at the field of nonverbal communication. This edition features updates in nonverbal communication research and theory, as well as presenting the effects of cultural differences on nonverbal communication.

Feldman, R. S. (Ed.) (1992). Applications of nonverbal behavioral theories and research. New Jersey: Lawrence Erlbaum Associates.

This edited volume provides a broad overview of the major areas of application of theory, and research relating to nonverbal communication behavior. In addition, the various authors link theory, research, and applications.

Feldman, R. S., & Rimé, B. (Eds.) (1991). Fundamentals of nonverbal behavior. New York: Cambridge University Press.

This volume provides a broad overview of current theory and research in the field of nonverbal behavior and details the major contemporary research areas within it. The contributions consider nonverbal behavior from a broad perspective, focusing on the fundamental psychological processes that underlie it.

Gamble, T. K., & Gambal, M. W. (1998). Contacts: Communicating interpersonally. Boston: Allyn & Bacon.

This book introduces, explores, and celebrates the central role that interpersonal communication plays in our lives: friends, family, and co-workers. Focused on technology, culture, and gender, the authors present a text that aims to expand students' communication knowledge base, allow them to apply interpersonal communication theory and research to their own lives, and give opportunities to practice and master skills to facilitate interpersonal competence.

Gudykunst, W. B., Ting-Toomey, S., & Nishida, T. (Eds.) (1996). Communication in personal relationships across cultures. Thousand Oaks, CA: Sage.

The authors of this text examine the communication practices of non-western cultures. This volume explores how members of a culture understand their own communication and compares the similarities and differences of specific aspects of communication across cultures.

Hamilton, C., & Parker, C. (1990). Communicating for results. Bellmont, CA: Wadsworth Publishing Co.

This book serves as an excellent introduction to theories of organization, interpersonal relationships, effective listening, nonverbal communication, interviewing, and small group communication. Issues related to leadership as well as both informative and persuasive presentations receive careful focus.

Jolongo, M. R. (1991). Strategies for developing children's listening skills. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Reinforcing the notion that teaching children to "listen better" is an essential task, this book focuses on: The listening process, research-based strategies for improving children's listening, and an appreciation for the changes we need to make in ourselves, in our homes, and in our schools.

Lewis, D. (1989). The secret language of success: Using body language to get what you want. New York: Galahad Books.

This book is a practical guide to using body language for achieving greater social and professional success.

Mortensen, C. D. (1997). Miscommunication. Thousand Oaks, CA: Sage.

The author begins with a theoretical examination of the complex conditions that cause miscommunication—highlighting implications, distortion, disruptions, and confusion—and then moves to more refined definitions and practical applications of the theory. Through this process, the author helps the reader to discover that successful communication is a collective and collaborative achievement.

Norton, R., & Brenders, D. (1996). Communication & consequences. Mahwah, NJ: Lawrence Erlbaum Associates.

This book helps individuals understand the dynamics of change particularly by focusing on communication that can be used to effect change. The book is divided into two parts. The first part establishes theoretical grounding. The second part examines the primary consequences of interaction in both self- and relational-identity.

O'Hair, D., Friedrich, G. W., Wiemann, J. W., & Wiemann, M. O. (1995). Competent communication. New York: St. Martin's Press.

In this textbook, authors address two related pairs of concepts: knowledge acquisition and skill building to achieve effective and appropriate communication. Their approach is based on a model of communication competence that applies to a vari-

ety of relationships from interpersonal communication to small-group and organizational communication to public speaking and mass communication.

Robertson, A. K. (1994). Listen for success. A guide to effective listening. New York: Irwin Professional Publishing.

This book presents a strategy—the language of effective listening—to guide the reader through a successful process that has helped people become more effective listeners. This book is for people who want to improve their communication skills. Easy to follow techniques assist the reader in replacing bad habits with good ones.

Segerstråle, U, & Molnár, P. (1997). Nonverbal communication. New Jersey: Lawrence Erlbaum Associates.

This book presents a complex picture of human communicative ability as simultaneously biologically and socioculturally influenced. The book is divided in sections dealing with human universals, evolutionary and developmental aspects of nonverbal behavior within a sociocultural context, and finally, the multifaceted relationships between nonverbal communication and culture.

Nofsinger, R. E. (1991). Everyday conversation. Newbury Park, CA: Sage.

This book addresses important processes and characteristics of conversation in the analytical language used by scholars. Important concepts are emphasized with italics at their introduction and are thoroughly illustrated with examples. The primary discussions are illustrated by segments of real-life talk.

Gudykunst, W. B. (1991). Bridging differences. Newbury Park, CA: Sage.

This book series is suited for courses in development and practice of interpersonal skills; verbal and nonverbal behavior; functions of communication in face to face interactions; the development of interpersonal behavior; and intergroups and intercultural communication. This series provides ways to study and understand the interpersonal communication process.

2. **Interpersonal.** The student uses appropriate interpersonal-communication strategies in professional and social contexts.

Adler, R. B., & Towne, N. (1993). Looking out/looking in. Fort Worth, TX: Harcourt Brace Jovanovich.

This text presents scholarly findings about interpersonal communication a manner that readers will find clear, interesting, and useful. This book encourages readers to use skills in daily lives. The text explores such topics as interpersonal relationships, communications and the self, perception, emotions, language barriers, nonverbal communication, listening, intimacy, improving communications, and conflict.

Arliss, L. P., & Borisoff, D. J. (Eds.) (1993). Women & men communicating. Fort Worth: Harcourt Brace Jovanovich College Publishers.

This book address communication patterns of women and men. The writings focus on communication regarding gender constructs, personal relationships, and professional environments.

Aries, E. (1996). Men and women in interaction. New York: Oxford University Press.

The author of this book calls into question popular conceptions about male/female communication patterns. Her aim is to make people more skeptical of the popularized beliefs about gender differences in the interaction styles of men and women—noting that stereotyped beliefs have the power to become self-fulfilling prophecies for behavior.

Baldrige, L. (1993). Letitia Baldrige's new complete guide to executive manners. New York: Rawson Associates.

The purpose of this book is to provide guidelines, people skills, to help facilitate workplace relations. Baldrige deals with both past and present codes in addition to providing solutions to working in our changing technological society.

Barling, J., Kelloway, E. K. (1999). Young workers varieties of experience. Washington, D. C. : American Psychological Association.

The intent of this book is to examine diverse aspects of youth employment. The focus is on understanding the psychological experience of youth employment as well as other related perspectives.

Bolton, R., & Bolton, D. G. (1996). People styles at work. New York: American Management Association.

This book presents a practical proven behavioral science method that can be used to: 1) Understand how your style comes across to other people; 2) "Read" others' behavior; 3) Find common ground with others; 4) Adjust behavior depending on context; 5) Relate effectively.

Byers, P. Y. (Ed.) (1997). Organizational Communication. Boston: Allyn & Bacon.

The aim of this book is to provide both students and practitioners with both theoretical and practical information on how people communicate with each other in an organization. Organizational Communication deals with conflict, persuasion, ethics, rules, culture, networks, diversity, leadership, creativity, and technology. This book introduces the reader to both theory and pragmatics relating to a variety of facets of communication in organizations.

Cupach, W. R., & Spitzberg, B. H. (Eds.). (1994). The dark side of interpersonal communication. Hillsdale, NJ: Lawrence Erlbaum Associates.

This edited volume explore the dark side of communication—to fully understand how people effectively function requires us to consider how individuals cope with social interaction that is difficult, problematic, challenging, distressing, and disruptive.

Daly, J. A., McCroskey, J. C., Ayres, J., Hopf, T., & Ayres, D. M. (Eds.) (1997). Avoiding Communication. Cresskill, NJ: Hampton Press.

This edited volume presents theories and programs in the area of communication avoidance. Moreover, the authors aim to provide ready access to the most recent advances concerning communication avoidance research.

Hargie, O. D. W. (Ed.) (1997). The handbook of communication skills. New York: Routledge.

This book is of interest to researchers and students alike, as well as, all those in the interpersonal professions (managers, teachers, social workers, therapists, etc.) whose day-to-day work depends on the effective implementation of communication skills. Topics include: interpersonal communication; listening; questioning; nonverbal behavior; group interaction; and interviewing.

Harvard Business Review (1993). The Articulate Executive. Boston: Harvard Business Revies.

The purpose of this collection of Harvard Business Review articles is to provide conceptual insights and practical advice for improving communication within organizations. The seventeen articles offer a comprehensive framework for dealing with communication and leadership in an organization.

Kanter, A. B. (1995). The essential book of interviewing. New York: Random House.

This book gives interviewees the principles and techniques they need to master the process. Job seekers will learn to give and get the information they need, ask the right questions, and prepare for the interview.

King, J. A. (1993). The smart woman's guide to interviewing and salary negotiation. Hawthorn, NJ: Career Press.

This book includes valuable advice on addressing sexual discrimination in the interview, selling yourself with confidence, negotiating salary, and interview tips.

Koffel, L. (1994). Teaching workplace skills. Houston, TX: Gulf Publishing Company.

This book develops a systematic approach that teachers can use to better prepare students for their future careers. This book provides classroom techniques and activities to develop work related skills: critical thinking, teamwork, and communication.

Kreps, G. L. (Ed.) (1993). Sexual harassment: Communication implications. Cresskill, NJ: Hampton Press, Inc.

The speech communication association commissioned this book as part of its contribution to understanding and combating sexual harassment. This volume represents the finding of a diverse group of scholars on the communicative dimensions of sexual harassment.

Manning, G., Curtis, K., & McMillen, S. (1995). Building community. The human side of work. Cincinnati, Ohio: Thomson Executive press.

Authors show the reader how to develop a community of people who communicate well, treat one another with dignity, and benefit from their diversity. This is a comprehensive guide that deals with community building, interpersonal styles, group dynamics, and general communications.

McCrosky, J., Daly, J. A., Martin, M. M., & Beatty, M. J. (Eds.) (1998). Communication and personality. Cresskill, NJ: Hampton Press.

This book is intended to present an argument for the relevance of communication traits in the study of human communication. Additionally, several chapters in this book review some of the major communication traits and research involving these traits.

Medley, H. A. (1992). Sweaty palms—the neglected art of being interviewed. Berkeley, CA: Ten Speed Press.

This book presents tips and strategies for job interviews. Written for the interviewee, this book covers: preparation, presentation, sexual harassment and discrimination, and negotiation.

Pachter, B. & Brody, M. (1995). Complete business etiquette handbook. Englewood cliffs, NJ: Prentice Hall.

This book deals with etiquette dilemmas encountered in the work place. Using anecdotes, the authors bring situations to life. Included are checklists and quizzes for quick reference and review.

Sypher, B. D. (Ed.) (1990). Case studies in organizational communication. New York: The Guilford Press.

This volume presents various accounts of how communication contributes to organizational life. The case studies in this book address a broad array of issues faced in today's workplace, including ethics, racial tension, sexual harassment, employee health, electronic mail, and automation.

Takanishi, R., & Hamburg, D. A. (Eds.) (1997). Preparing adolescents for the twenty first century. New York: Cambridge University Press.

This volume promotes the Johann Jacobs Foundation's basic aim: to support young adolescent in becoming healthy and productive adults capable of making valuable contributions to society. This volume stresses the skills and competencies necessary for young people: knowledge of society; problem solving; self-efficacy; and sound communication skills.

Thomsett, M. C. (1991). The little black book of business etiquette. New York: AMACOM.

This book explores the world of unspoken rules in an organization. Its purpose is to examine conventions in practical ways, trying to answer such questions as: When you are confronted with a difficult situation how much should you say? When is it appropriate to speak out and when should you keep ideas to yourself? What statements are made by the way you dress? What are effective ways to lodge a complaint?

Yate, M. (1991). Knock'em dead with great answers to tough interview questions. Holbrook, MA: Bob Adams, Inc.

In this book, the author presents techniques for exciting and holding interviewer's attention. Moreover, the author provides tips on how to answer questions, communicate with confidence, and stay cool during the interview process.

3. **Group communication.** The student communicates effectively in groups in professional and social contexts.

Bertcher, H. J., & Maple, F. F. (1996). Creating groups. Thousand Oaks, CA: Sage.

This book presents useful guidelines for effectively composing new groups and modifying existing ones. It provides techniques and exercises based on the most recent group therapy research to help develop groups that can meet a variety of personal, organizational and community goals. In addition the book deals with creation of groups, race and gender concerns, and empowerment of group members.

Bertcher, H. J. (1994). Group participation. Techniques for leaders and members. Thousand Oaks, CA: Sage.

This book provides practice exercises, a discussion of the nature of group success, and leadership techniques. In addition, the author discusses group membership and group formation.

Cain, H. (1997). Leadership is common sense. New York: Van Nostrand Reinhold.

Presenting a "three plus three" principle, the author explains his theory of leadership. Using the backdrop of his experience he shares observations and lessons learned to help the reader become a successful leader.

Cummings, L. L., & Staw, B. M. (1990). Leadership, participation, and group behavior. Greenwich, Connecticut: Jai Press.

This book brings together six essays which focus on social and interpersonal contexts. Two articles focus on the subtheme of leadership; its antecedents, its forms, and its consequences. Two articles emphasize the related subtheme of the roles of participation in decision making. Two articles highlight the role of groups in organizations, with particular focus on types of groups that have typically been understudied and the roles of technology and organizational design influencing the functioning of groups.

Frigon, N. L., & Jackson, H. K. (1996). The leader: Developing the skills and personal qualities you need to lead effectively. New York: AMACOM.

Drawing on the premise that leadership skills can be learned, the authors provide tools to make the reader become a more effective leader. This book is about the reality of leadership and what it takes to be a leader—vision, values, principles, and traits.

Hartley, P. (1997). Group communication. New York: Routledge.

This book explains how we can use theory and research in group dynamics to highlight difficult areas and find ways of improving the chances of successful group communication and cooperation. This book offers insight into a number of relevant research studies and theories to better understand the complexities involved in group dynamics.

Heskin, A. D. (1991). The struggle for community. San Francisco: Westview Press.

Drawing on a case study of multiethnic, working-class tenants in Los Angeles, the author describes a group's successful collaboration. The author addresses key questions of concern to organizers and community groups: What is community? How are people empowered? What are the roles of class ethnicity and gender in community struggles?

Jaques, D. (1991). Learning in groups. London: Kogan Page.

This book aims not only to promote understanding of group methods but to develop skills for teachers and students alike, as well as widening the range of possible group experiences. Case studies and discussion points add focus and depth and the author provides training activities to improve group skills.

Johnson, D. W., & Johnson, F. P. (1991). Joining together. Englewood Cliffs, NJ: Prentice Hall.

This volume introduces readers to the theory and research findings needed to understand how to make groups effective and to the skills required to apply that knowledge in practical

situations. The text focuses on group dynamics and provides examples of groups in actions.

Reynolds, M. (1994). Groupwork in education and training. London: Kogan Page.

Providing both practical guidance, case study material and a lucid evaluation of ideas and theories, this book will be of value and interest to anyone involved in using group methods. Topics covered include: group theory; models for design; issues of context; boundaries and control; and implications.

Timmons, K., & Mehal, M. (1991). "Groupthink." Carlsbad, CA: CRM Films.

This video presents case histories of tragedies like space shuttle Challenger, Pearl Harbor, and the Cuban Bay of Pigs which resulted from the natural tendency to achieve agreement for the sake of group unity. Features interviews with Dr. Irving Janis and Dr. James K. Esser and gives group think symptoms to avoid.

Van Nostrand, C. H. (1993). Gender responsible leadership. Newbury Park, CA: Sage.

This volume is aimed toward refining understanding of the confusing interplay among rigid sex roles, power differentials in mixed groups, our collusion in these power maneuvers, and how all of this mirrors a culture that in general condones male entitlement, privilege and violence. It presents a review of our knowledge about how stereotyped behaviors skew group process, how we play into these imbalances, and how our biased assumptions perpetuate the trivializing and depersonalizing of women, in addition to providing intervention strategies.

Zimmermann, H. (1996). Speaking, listening, understanding. New York: Lindisfarne Press.

This is a book about group conversations, especially those intended to arrive at decisions and/or insights. Various types of conversation are described. Both group and individual exercises are included.

4. **Presentations.** The student makes and evaluates formal and informal professional presentations.

Arredondo, L. (1991). How to present like a pro. New York: McGraw-Hill.

The purpose of this book is to encourage the development of skillful presenters. Approaching this task from an audience perspective, the author presents techniques that enable speakers to impact their audiences.

Ayres, J., & Miller, J. (1994). Effective public speaking. Madison, Wisconsin: Brown Benchmark.

This book presents clearly and concisely what a student needs to know to speak effectively in a variety of public settings. The authors highlight the importance of public speaking by pointing out its impact on professional and everyday life.

Brody, M. (1998). Speaking your way to the top. Boston: Allyn & Bacon

This book helps in organization and development of presentations. Topics addressed include: making an informative presentation; using logic, emotions and credibility; incorporating visual aids; controlling stage fright and handling questions.

Carosell, M. (1990). The language of leadership. Amherst, MA: Human Resource Development Press.

This book analyzes the language of ten prominent Americans as well as provides ways for the reader to practice applying the analyzed components to his or her own style of communicating.

Griffin, J. (19994). How to say it best. Englewood Cliffs, NJ: Prentice Hall.

This book is about how to prepare a speech for most any occasion—birthdays, business meetings, commencements, eulogies, and so on. The author provides words, paragraphs, phrases and sentences for various speaking occasions.

Hoff, R. (1992). "I can see you naked." Kansas City: Andrews and McMeel.

The author offers humorous tips and proven techniques for giving presentations. Topics include: nervousness and what to do about it; understanding the audience; and dealing with questions.

Jeffreys, M. (1996). Success secrets of the motivational superstars. Rocklin, CA: Prima Publishing.

The author of this book interviewed 15 of the biggest names in public speaking to find out what they were doing that made them so successful—what exactly were they doing that made them so effective? Instead of focusing on the mechanics of presentations and public speaking, this book takes an insider perspective to give insight and techniques for good public communication.

Karam, T. J., & Ragsdal, J. G. (1993). Can we talk: A handbook for public speakers. New York: University Press of America.

This book offers useful and practical techniques that will enable a speaker to control the speaking situation. Included are quick and easy how-to-use guides in addition to tips on organization, controlling nervousness, delivery, and visual aids.

Kearney, P., & Plax, T. (1996). Public speaking in a diverse society. Mountain View, CA: Mayfield Publishing Company.

This book presents the most important principles and skills of public speaking in a clear and readable manner. Moreover, authors frame this discussion of public speaking within a multicultural perspective.

Kelly, L., Phillips, G. M., & Keaton, J. A. (1995). Teaching people to speak well. Cresskill, NJ: Hampton Press.

This book is designed for teachers and trainers who need a method for helping reticent communicators improve their skills. The authors raise the following question—what can be done to help people become competent at communication?

Klepper, M. M. (1994). I'd rather die than give a speech. New York: Irwin.

This book will help a speaker learn how to craft a speech that can seize the audience's attention; learn how to stand and deliver; learn how to handle question and answer sessions; how to use humor; and how to avoid getting caught in debates. The author has filled this book with a variety of techniques that have been tried and tested in the crucible of many spotlights, microphones, and meeting rooms.

Makay, J. J. (1992). Public speaking: Theory into practice. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.

This text blends theory and practical skills, analyzing public speaking as a form of reciprocal communication between speaker and audience. Included are interviews with well known speakers; excerpts from successful/effective speeches; a discussion of the ethical concerns related to public speaking; and a focus on history.

Majors, R. E. (1990). Business communication. New York: Harper and Row.

This book is a set of short lessons in four aspects of communication skills needed for the job. Each lesson is followed by a set of exercises designed to reinforce and integrate these lessons. The four areas covered include: written and oral communication, business skills, employment and interviewing skills, and business speaking skills.

Noonan, P. (1998). Simply speaking. New York: Regan Books.

This book is for people in any area of life who find themselves asked to speak in public and are not entirely comfortable with the process. It is a book of advice and anecdotes about the writing and giving of speeches. It is about what works and what doesn't when you are communicating. This book is intended to offer information and observations that will help in the communication process.

Osborn, M., & Osborn, S. (1991). Public speaking. Dallas, TX: Houghton Mifflin.

This book is a comprehensive introduction to effective public communication. The text describes basic techniques for preparing and delivering informative, persuasive, and ceremonial speeches.

Pearce, T. (1995). Leading out loud. San Francisco: Jossey-Bass.

This book is a tool for speakers and communication professionals to bridge the gap between symbolic and substantive speaking. It is a guide to real self-expression, and its use can transform a speech into a moving encounter for both the speaker and the audience.

Persons, H., & Mercer, L. (1991). The how-to of great speaking: Techniques to tame those butterflies. Austin, TX: Black & Taylor.

This book is written for anyone for whom talking is an important part of his/her job—anyone who needs to inform, persuade, or inspire. Using a method developed by Constantin Sanislavsky, "the method" fosters natural believable, and charismatic performance and is based on the use of improvisation and storytelling.

Rafe, S. C. (1990). How to be prepared to think on your feet. New York: Harper Business.

This book offers tips, tactics, and tangible advice for the public speaker. Whether you are an experienced speaker or are about to face your first management meeting, this book will help the reader to be effective and to be prepared.

Robbins, J. (1997). High-impact presentations. New York: John Wiley & Sons.

This book will aid in the enhancement of presentations though the use of computer-generated visuals with LCD panels, LCD projectors, slides, and overhead transparencies. Packed with real-life examples, this book covers: strategies for reducing anxiety and fear; communicating through body language; tips on handling question/answer sessions; and tips on the use of software packages (Harvard graphics, PowerPoint, Lotus).

Slan, J. (1998). Using stories and humor. Boston: Allyn & Bacon.

This practical, down-to-earth guide teaches the reader how to use stories and humor to support his/her speaking objectives. From the apparently "spontaneous" story to an entire presentation that is a story, the author demonstrates how professional speakers use stories and humor and shows the reader how to use these elements to add polish and appeal to all presentations.

Snyder, M. (1995). High performance speaking. New York: Irwin.

The interactive presentation techniques in this book will enhance a speakers ability to persuade and instruct, to facilitate and motivate. This book is packed with interactive techniques to exchange ideas and information with audience, encourage audience participation, use humor and games to add spark to presentations, develop lively and effective visual aids, and work with audience to create presentations that leave a lasting impression.

Stone, J., & Bachner, J. (1994). Speaking up: A book for every woman who talks. New York: Carroll & Graf Publishers.

This book shows women how to be more articulate and convincing whatever the setting—a conversation, a formal address, a board meeting, or a television broadcast. This book will prepare the reader to persuade with assurance and success.

Vassalo, W. (1990). Speaking with confidence. White Hall, Virginia: Betterway Publications.

This book helps speakers gain confidence in themselves, showing them how to overcome stage fright and providing a variety of tips (both physical and mental), and exercises. The mechanics of speech—vocal pitch, vocal level, breathing and diction—are addressed, as are audiovisual aids, audience analysis, and body language. Checklists, instructive forms and a section on conduction of meetings are included in this guidebook.

Walters, L. (1993). Secrets of successful speakers. New York: McGraw-Hill.

This book is about designing a presentation that is captivating, motivating and persuasive. Providing tips and secrets of great speakers, the author writes on topics such as setting objectives; knowing the audience; stage fright; credibility; organization; image; and motivating the audience. In addition the author points out the importance of developing a mission, concentrating on 3-4 points, and speaking with passion for your topic and compassion for your audience.

Relevant Journals

Business Communication Quarterly

This journal is a publication of the Association for Business Communication, a focal point for information about teaching and communication in the classroom and in the workplace.

Communication Education

This journal publishes the best scholarship available on topics related to communication instruction, the systematic development of communication skills, and communication in instruction. Articles focus on issues related to instruction in traditional classroom settings or in less traditional instructional contexts, such as organizations, health care facilities, or families, and across a variety of deliver media (face-to-face, computer-mediated, video, and the like).

Group & Organization Management

This journal publishes original data-based research articles, research review reports, research and evaluation studies, action research reports, and critiques of research. Articles are grounded in theory, but have practical implications for practitioners. Subjects include: leadership, management development, group processes, communication in organizations, consultation, and organization development.

Journal of Business Communication

This journal includes articles relating to business communication, including written, oral, nonverbal, visual, electronic, interpersonal, intercultural, international, managerial, organizational and technical communication.

Journal of Technical Writing and Communication

This journal has served for over twenty-three years as a major professional and scholarly journal for practitioners and teachers of most functional forms of communication, here and abroad. Article topics include: audience analysis, communication (technical and scientific, organizational, business, intercultural, visual, multimedia); communication management; desktop publishing; hardware and software documentation; design; pedagogy.

Language & Communication

The primary aim of this journal is the discussion of topics and issues in communication which are of interdisciplinary significance. By focusing attention on the many ways in which language is integrated with other forms of communicational activity and interaction behavior, the journal intends to explore ways of developing a science of communication which is not restricted by existing disciplinary boundaries.

Language Arts

This journal publishes original contributions on all facets of language arts learning and teaching, focusing primarily on issues concerning children of preschool through middle school age.

Small Group Research

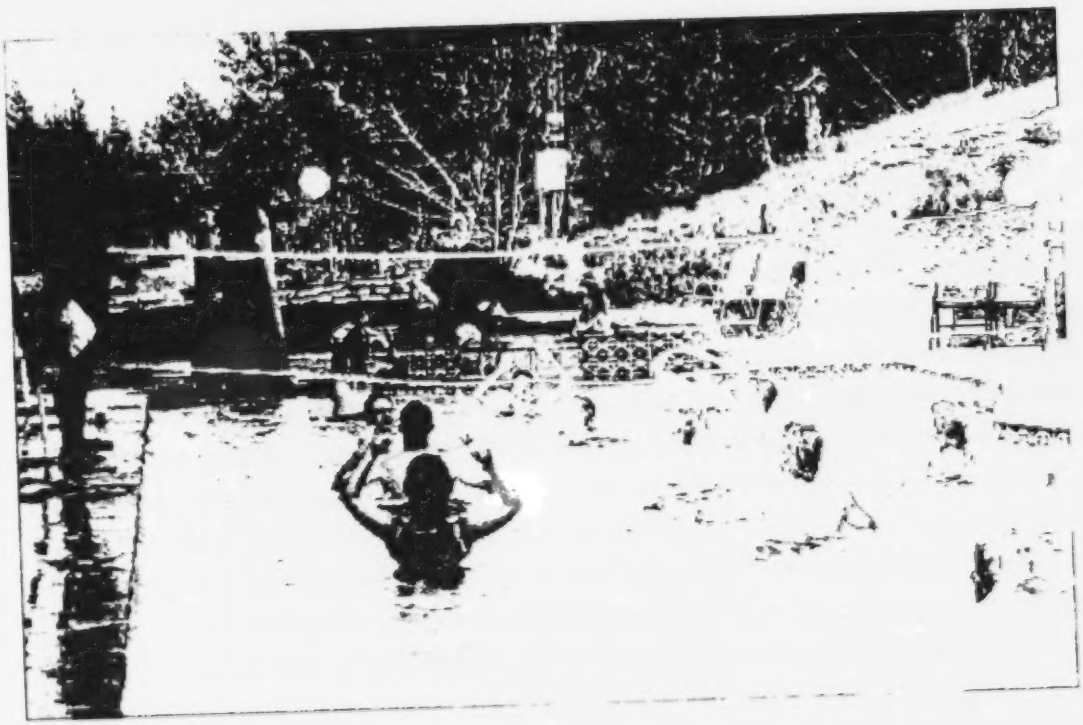
This journal is an international and interdisciplinary journal presenting research, theoretical advancements, and empirically supported applications with respect to all types of small groups. Through advancing the systematic study of small groups, this journal seeks to increase communication among all who are professionally interested in group phenomena.

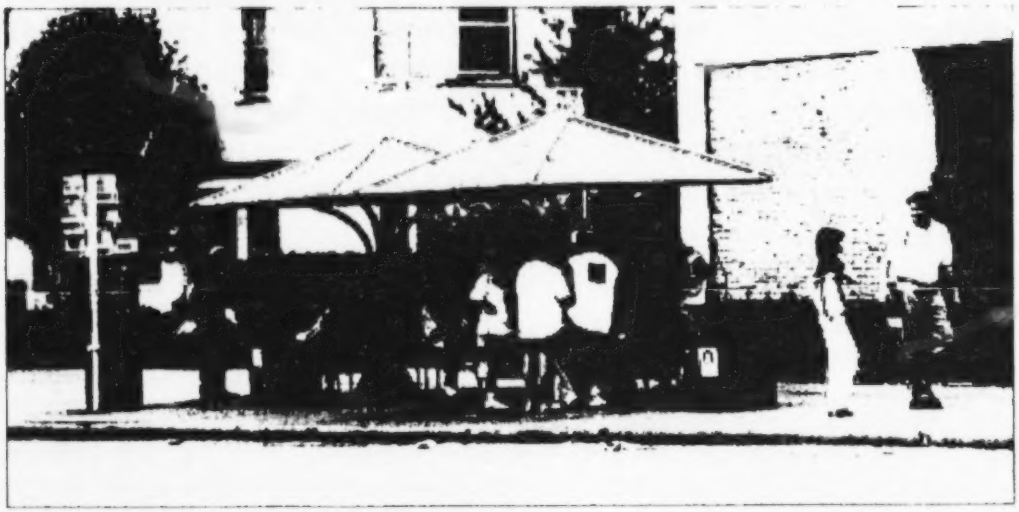
Restaurant Scenario
part 1

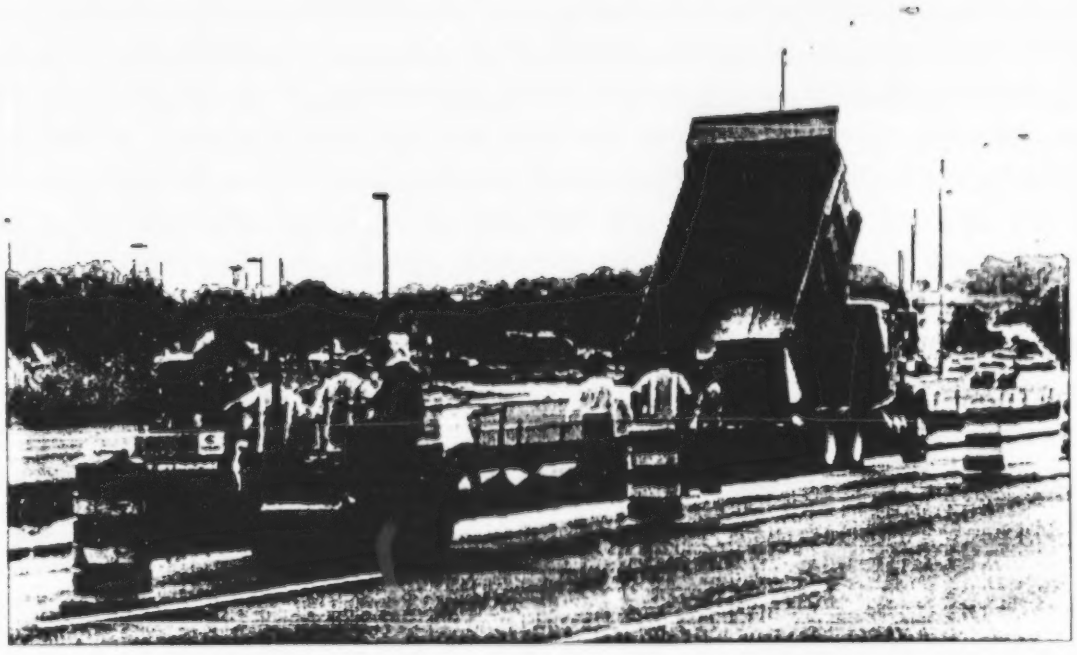
Communication Process
Use with OH#10

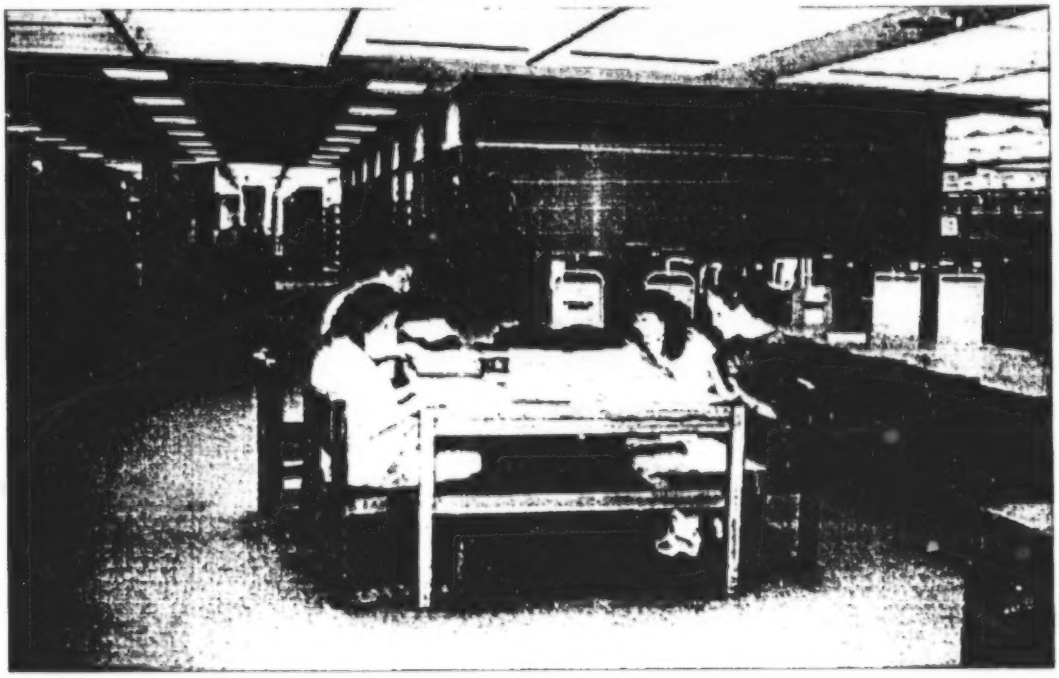
Restaurant Scenario
part 2

Communication Process
Use with OH#10









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